

### Research should go to 'centres with potential'

by Judith Judd

Universities' scientific research should be concentrated on those centres with the greatest potential for progress, Lord Taitt, president of the Royal Society, said this week. In his anniversary address to the society he said that this was not an argument for so-called "big science". It was simply a recognition that where funds were not unlimited, centres should be made on the basis of merit and promise of people in particular fields of science and on the likely pattern of demand for scientific manpower. Lord Taitt spoke of the serious danger that universities might be unable to recruit and retain the talented young teachers and research workers on whom their health and survival depended. "Other countries see their opportunity in our errors. In the absence of a real prospect of developing and exercising their talents, here who can blame our young scientists if they go elsewhere?" It was to encourage such young people that the society was developing its "elite" fellowships. Lord Taitt said that the universities' training in science and technology for those who are to play a leading role in industry was basically sound. But graduates who did not do research before employment might well benefit from a vocational NISE, he added.

It might also be argued that in the rush to expand university education many people who might have been more appropriately trained in the polytechnics had been sucked into the system. "But although minor changes should and no doubt will be made, I do not think there is anything fundamentally wrong with our university training in science and technology for those who are to play a leading role in industry."

The country's need for more trained scientists and engineers had been superbly met by universities since the expansion in numbers in the 1960s. In less than a quarter of a century the numbers graduating in science and technology had tripled and the numbers gaining higher qualifications in technical subjects had gone up still faster.

Although these people had been trained in institutions where people were not always best trained, their way into the productive sectors of the economy. University research should not be dominated by short-term practical or economic objectives, he said.

It is for this reason that proposals to form industry university PhD courses or that universities should orient their research to meet specific industrial needs, are, in my view, misguided.

### Book calls for comprehensive university

by Peter David

An end to the distinction between polytechnics and universities and the creation of a new system of comprehensive collegiate universities is called for in a book published this week. In *Towards the Comprehensive University*, Professor Robin Peilley, professor of education at the University of Southampton, claims that the reform of the university system into a comprehensive one might be the logical sequel to comprehensive school reform.

Arguing that the 11-plus bottleneck has today been replaced by an "A" level barrier, Professor Peilley goes on: "Although the struggle for the extension of the comprehensive principle to secondary education has indeed been successful, for a new generation the battlefield has shifted from schools to further and higher education."

For "grammar schools" now read "universities"; for "secondary moderns" read "colleges of further education"; for "technical, sub-comprehensives", which have in the alternative selective grammar schools, read "polytechnics" and "colleges of higher education". "The rich course would be to bring together all the institutions of further and higher education in each 'natural social area' of Britain in comprehensive universities catering for all kinds of students."

"If we were to take 8,000 full-time and 9,000 part-time students as a likely average, drawn from a local population of 500,000, we should have some 100 comprehensive universities in England and Wales in place of the present planned assortment of 31 universities, 30 polytechnics and 44 colleges or institutes of education or higher education."

Reform on these lines need not, according to Professor Peilley, result in the devaluation of existing educational communities, which now lays waste the world of teacher training. Towards the Comprehensive University, Alcanon Ltd, £1.95.



Mr James Porter, principal of Bulmershe College of Higher Education, Reading, has been appointed director of the Commonwealth Institute. Mr Porter, who was a member of the James committee, became principal of Bulmershe in 1967. He takes up his new post on April 1.

### NEXT WEEK

- Shirley Williams on Robbins and after
- Profile of Fernand Braudel
- Reading University's new publishing venture
- Margaret Boden on artificial intelligence
- Two pages of anthropology book reviews

### Hopes for phased settlement of lecturers' pay fade

Hopes of a phased settlement of the university teachers' pay anomaly have faded during the latest round of negotiations.

Lecturers had been hoping that this year's settlement would include at least 10 per cent with a promise of steps to right the anomaly at some stage during the next 12 months. However, negotiators have detected a hardening of the Government's attitude in their recent discussions with officials.

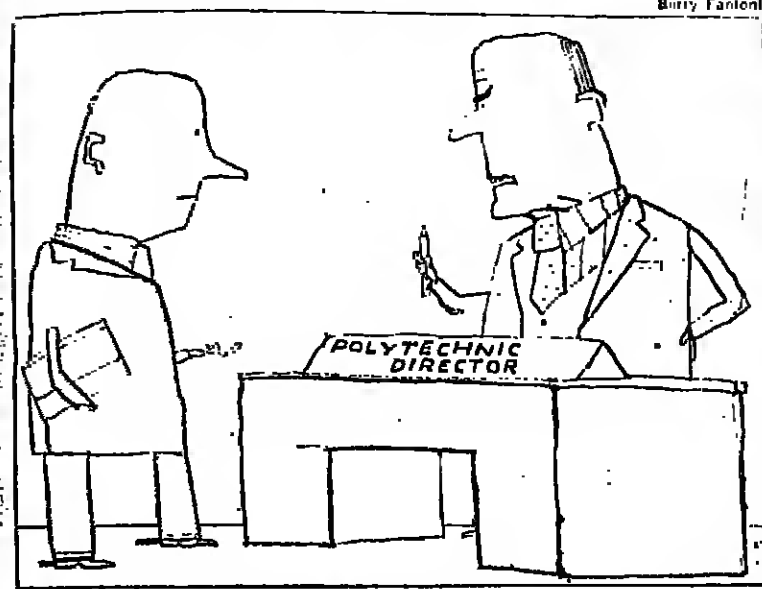
It now appears that interpretations of the Government's White Paper, *The Attack on Inflation*, may have been optimistic. The White Paper says that the Government's pay policy allows for the righting of some anomalies, probably on a phased basis.

Leaders of the Association of University Teachers had hoped that the settlement of this year's pay claim from October 1, widely expected to be around 10 per cent, would be coupled with a promise of the first step towards righting the anomaly in the New Year. The claim is for an increase of around 16 per cent from October 1 with increases of between 12 and 16 per cent to right the anomaly.

If nothing is done about the anomaly within the next 12 months, university teachers may find themselves confronted by yet another set of Government restrictions by next October.

Informal talks have been held by members of the Committee which has representatives of lecturers, the university authorities and the Department of Education and Science. After a meeting Monday, Mr Lauria Super, secretary of the AUT, reported there was no progress to report. Dr Cecil Wells, the AUT's president, said that new anomalies being created all the time at 10 per cent guidelines while Government was updating firmly in the public sector. The Government had admitted it would not be able to do more than an excuse for delay.

The AUT is hoping that its progress will have been made by the time of their council meeting on December 15-17 but so far the indication is that this will be a one-sided affair. The Government's refusal to say what the anomaly will be settled by next October.



"But it's easier to build on to a Nissen hut than on ivory tower."

### Poly heads object to 'unfair' places share-out

by Simon Midgley

The polytechnics are in a race for a larger share of student numbers in the 1980s. The Committee of Directors of Polytechnics is planning to meet Mrs Williams, Secretary of State for Education and Science, to put its case.

This course after new figures for higher education places overturned plans outlined in the 1972 White Paper *A Framework for Expansion* for the universities and the public sector institutions to show numbers set for 1981. In a written parliamentary answer last week Mrs Williams said the Government was to negotiate advanced further education places in polytechnics and colleges at 250,000 in 1981-82 while allowing universities to increase their numbers to 310,000.

The CDP believes this is a departure from the previous "even-handed" policy and sees Mrs Williams's failure to set a precise polytechnic target within the advanced and further education total as ominous.

These factors, together with the recent announcement that the universities are to receive a grant of £1,000 million in 1981-82 to build programmes, whereas local authorities are only allowed to provide a small increase in the resources allocated to polytechnics, have led to fears that the polytechnics' disinvestment will be a prelude to advanced further education could be eroded.

Dr Arthur Suddaby, CDP chairman, said this week that his understanding of "even-handedness" was of a policy of working towards a balance of student numbers in universities and polytechnics. "In 1977-78 there are 117,000 full-time and 160,000 part-time students in polytechnics. Of those 160,000 are teacher training students; 5,000 are on non-advanced work and 95,000 are on advanced work."

Mr Oakley, Minister of State overseeing Higher Education, confirmed this week in the House of Commons that the "universities' provisions" grant figures for the next three years, released in March, were being reconsidered in the light of the revised planning figures of 310,000 full-time university students in 1981-82.

The new projections mean that university numbers should rise from 272,000 in 1976-77 to 310,000 in 1981-82.

So although advanced and further education in England and Wales which includes polytechnics, would increase by 39 per cent, there is to be a massive percentage-fall in the number of teacher training places. Dr Suddaby points out that the percentage increase for universities is calculated from a larger base than the total number of students—than that for the advanced further education sector. This would require a larger percentage increase in polytechnics for student numbers to start approaching relative equality.

He explained that there is no indication of how this 39 per cent increase is to be apportioned throughout the sector and that it might involve cutting places in the "rasher" training places by diversifying college of education courses.

Dr Suddaby also questions whether, given present demographic trends, there is any need to advance university numbers at all. "At present we have a bulge that will then decline after 1982. Taken with the fact that students are not coming forward in the way they were expected to in the late 1960s we are rather sceptical about university expansion."

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coincident on resources, page 3

### NUS split on racism issue

The National Union of Students is split on the controversial policy of allowing free speech in groups and individuals, considered racist or racist.

At its Blackpool conference this week the executive committee intended to put forward a resolution on the "no platform" policy which, it says, has alienated many students. The resolution calls for a national campaign against racism based on the NUS pledge: "We declare our opposition to all forms of racialism and affirm a democratic right of all students and workers of colour, regardless of race, colour or creed, to study and work without fear of intimidation or discrimination."

But it is expected to be opposed strongly by a number of university and polytechnic unions who want to continue the "no platform" policy and add a specific ban on speakers from the National Front.

Among the unions supporting the "no platform" policy are those at the universities of Sheffield, East Anglia, Bristol and York. Polytechnics in support include Portsmouth, South Bank, Liverpool and City of London.

A second controversial debate at the conference, which will be addressed tonight by Mrs Williams, the Secretary of State for Education and Science, will be the banning of Jewish societies on the grounds that they are Zionist and therefore racist.

The NUS executive has publicly criticised the small number of unions which have banned or limited the activities of their Jewish societies, and intends to seek an amendment to the NUS constitution enabling member unions which introduce laws to be suspended. Conference preview page 10

### Interviews start for credit transfer director

The appointment of a director to examine the feasibility of a national information centre for credit transfer in further and higher education is expected shortly. A short list of six candidates has been drawn up and interviews are to be held on December 21.

In July the Government announced its intention of setting up a working party to study all aspects of a national credit transfer scheme. The National Academic Awards and the Open University had agreed a new credit transfer scheme. Their agreement allows students to transfer to polytechnics and colleges of higher education at any time.

The working party, which has met several times in the past few months, will work with the project director when appointed to investigate the feasibility of a national agency.

The agency's staffing needs, facilities and location will not be decided until consultation can take place with the chosen candidate. Dr Edwin Kerr, chief officer of the CNA, who is on the working party, said this week that it was hoped that an appointment would be made "speedily".

He said the intention was to investigate a possible central source of information to which students could turn for advice on changing courses. On those following a path "O" and "A" levels, applying for university and polytechnics and eventually completing their degrees in the same institutions—there were relatively few problems.

However, for those who wished to change courses, especially in further education, the situation could become more complex.

### Minister threatens to resign over college's future

A Junior Scottish Office Minister is believed to have threatened to resign in a row over the future of Colinton College of Education in Scotland.

Scottish Labour MPs say that Mr Harry Ewing, MP for Shillong and Falkirk, was resigning as Under Secretary of State for Scotland last week because of the dispute.

Mr Dennis Canavan, Labour MP for West Stirlingshire and convenor of the education committee of Scottish Labour, said this week: "I think it would be a great pity if we were to lose Harry Ewing over this issue because he has worked very hard on it."

The future of three of the country's colleges of education is hanging in the balance at the moment. Colinton Park is believed to be particularly vulnerable.

Mr Ewing's resignation is believed to have been prompted by a meeting with Mr Bruce Millar, the Secretary of State for Scotland, before their fate is decided.

Members of the Association of Lecturers in Colleges of Education in Scotland, which represents 90 per cent of the teaching staff in colleges, are looking to persuade the Minister that Colinton Park in Falkirk, Craigie College of Education in Ayr, and Dunfermline College of Physical Education in Edinburgh should not be closed.

### Director sends letter in Liverpool dispute

Liverpool lecturers involved in a dispute over teaching hours have received a letter from the city director of education asking if they are prepared to resume normal working.

The lecturers, at eight further education colleges, for college of education and Liverpool Polytechnic, have refused to work the 35 teaching hours a week demanded by the authority. Instead they are working by the terms of a management involving 21 teaching hours.

The National Association of Teachers in Further and Higher Education claims that the authority is in breach of its contract to implement the new agreement from September.

Recently Liverpool City Council voted to back the pay of those lecturers refusing to work the 35 hours.

In his letter Mr Kenneth Antcliffe outlines the history of the dispute and asks lecturers to indicate whether they have been involved in union action, by how much their teaching time has been reduced and if they will consider a return to normal working conditions.

The NATEHE has now advised its members in Liverpool to tell the director of education that they are working in the present conditions of service. A spokesman for the association said that the overwhelming majority of its members in Liverpool had replied in these terms.

### Damage to teaching on BEd feared

The rapid contraction of the teacher training system could jeopardize the range and quality of teaching on bachelor of education degrees, according to a confidential report discussed on Wednesday by the Advisory Committee on the Supply and Training of Teachers.

The report, by a working party chaired by Dr Edwin Kerr, chief officer of the Council for National Academic Awards, warns that by next year half the colleges running BEd courses will have student intakes of 100 or less.

It is clear that in many instances this will pose severe constraints on the range of work and, in particular, the range of subject studies, if viable teaching groups are to be maintained, the requirements of the visiting bodies for staffing met, and an economic staff-student ratio maintained. It says: "The working party was set up by the ACSTT in November, 1976, to report on the future of the BEd. Its report contains detailed calculations showing the impact of reduced student intakes."

They are based on two tutor contact loads; one, at 15 hours a week, is typical of the existing workload in colleges of education while the other, 35 hours a week, is the maximum stipulated in a national conditions of service agreement.

The calculations show that for every 100 students admitted to a BEd course not integrated with diversified courses a maximum of about seven subject areas can be offered to honour level with a 15-hour-a-week tutor contact load, or about six with one of 35.5. With institutions becoming more restricted in the number of subjects they can offer on a BEd course the report concludes: "It is important for there to be coordination between them to ensure that a desirable range and balance of subjects continues to be offered."

A surprising feature of the report is its failure to take sides in the long-running debate on the relative advantages of "concurrent" or "consecutive" methods of teacher training.

The two-year-old battle over the London University Bill ended this week after university teachers had won important concessions which will enhance the power of university teachers on senate and will ensure that junior lecturers, the unions and industry have a bigger say in university government.

### Shop-floor placements to cost less

The Department of Education and Science is to reduce the fee levels charged to university and college sandwich students during their industrial placements.

A confidential draft circular issued this month by the DES for comment makes clear that the full-time fee during placements should be at a level which covers only the costs of supervision and organizing the placements.

The DES confirmed this week that the draft would form the basis of an official circular to be sent out within the next four weeks. It will follow an initial circular on sandwich students' fees issued by the DES in August which suggested that universities and colleges could charge the full level of fees.

Some students have since received bills of up to £500 for their year in industry. Previously the supervisory cost was spread over the other years of their courses.

At last week's National Union of Students conference Mrs Williams, Secretary of State for Education and Science, admitted that the August circular was to be rectified.

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### 'Emphasize vocational more'

Economic pressures might compel further and higher education to adopt a more utilitarian and vocational approach. Mr Richard O'Brien, chairman of the Manpower Services Commission warned this week.

"A balance must be struck between the competing interests of academic considerations, the needs of industry and the individual," he said at Birmingham University.

where he delivered the first Moson Controversy Memorial Lecture. This would create some imbalance, and some dilemmas would have to be recognized that courses they preferred would not necessarily give them the jobs they wanted and hoped for.

Employers, on their side, should not always expect to find graduates with appropriate qualifications ready-made to fill jobs.



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### THE North American Correspondent takes over

Clive Cookson takes over this week the THE North American correspondent based at the National Press Building, room 541, Washington, D.C., Tel. 2-638 6765. He was formerly the paper's science correspondent.



NUS CONFERENCE

Boos turn to cheers as Mrs Williams triumphs

Higher education is not the Government's highest priority, Mrs Williams, Secretary of State for Education, told the NUS conference in Blackpool last weekend. She made no apology for this, believing it was right that the Government should concentrate on improving the position in schools and helping the 15 to 19-year-olds. "The 'intermediate level' is the weakest in the British education system. At present there is a distinct financial incentive to leave school or full-time further education and rely on supplementary benefit for a part-time course up to three levels or on a Manpower Services Commission Training Allowance."

Students stand up for tolerance

The National Union of Students clocked up two famous victories at its conference. It finally threw out its notorious policy of denying free speech to anybody loosely labelled fascist or racist, and it announced its intention to suspend any member unions discriminating against Jewish societies on the grounds that they are Zionist and therefore racist. These decisions are much better indicators of the student mood than either the shouting down of Mrs Williams on Friday or the midnight march on the police station where Emmanuel Hand, the unfortunate delegate from Ulster, was detained overnight under the Protection of Terrorism Act.

APT protest about share of resources

The Association of Polytechnic Teachers has protested to Mrs Williams, Secretary of State for Education and Science, about the unequal way resources are being distributed between universities and polytechnics. Dr Tony Poinson, the union's national secretary, has written asking for an objective review of the relative facilities available to polytechnic and university students. He comments: "The universities are to receive a grant of £4.5 million for modernization and adaptation in the 1978-79 additional building programme."



Sir Harold Wilson, Chancellor of Bradford University and former Prime Minister, talks to Mr James Cameron, journalist and author, after awarding him an honorary degree of Doctor of Letters on Saturday. At the same ceremony 50 first degree and 195 higher degrees were awarded.

11,000 fewer apply for teacher training courses

Application for teacher training courses will fall by 11 per cent in 1977, figures just released by the Central Register and Clearing House. For all teacher training courses in 1977-78, apart from the postgraduate certificate of education not including diploma of higher education routes, the number of applications was nearly 11,000 less than last year. There was also an 8.1 per cent drop in the number of applicants for one-year PGCE courses. Last year 102 men and women applied for a teaching qualification, but only 14,700 in 1977. A total of 11,565 who applied through the clearing house were accepted for courses leading to a teaching qualification. The target intake to certificate of education and BEd courses, and to DfEE courses normally leading to a teaching qualification, had been reduced by 40 per cent from 20,000 to 12,000 for autumn, 1977. Another 250 were accepted for BEd courses by university institutions which recruit through the universities' clearing house. And 1,844 students who had registered through the Clearing House were accepted for courses not likely to lead to a teaching qualification.

Zionism ban overturned

The spectra of Jewish societies being banned by student unions on the grounds that they are Zionist and therefore racist, was reversed after an overwhelming decision by the NUS to introduce a constitutional safeguard against discrimination. Under the amendment in the constitution which will have to be ratified by the next conference in April, the NUS will be able to suspend any member union which discriminates against any of its members on the grounds of race, religion or creed. The number of unions restricting the rights of Jewish societies has dwindled from nearly 10 earlier this year to only one—London University's School of Oriental and African Studies. The North East London Polytechnic student union withdrew its restrictions on Jewish society activities before the start of the conference. The union at SOAS is withholding funds from its Jewish Society but claims that Jewish students are free to campaign for the Zionist cause if they wish to. Mr Peter Butterworth, SOAS president, opposed the constitutional amendment on the grounds that the NUS executive should not be allowed to interfere with the decisions of member unions. But delegates voted to add the suspension clause to the constitution after it was agreed that the decision to suspend a member union would have to be taken by a NUS conference and not just by the executive committee.

Call for unity from president

Students must reject mindless slogans and the sectarianism of the past, Miss Sue Slipman, the president of the NUS, said in an opening speech which brought out her inimitable sense of humour. She said the academic year was a watershed for the union and appealed for unity which would be needed to narrow political divisions. "The union must have a clear logical policy which brings out the identities and attitudes of our contemporaries." Unity, she believed, should be based on greater democracy both nationally and locally. All students must have a say in the union, and empty shells. They should be more as political parties than student unions and exercised a form of mind control which is intolerable to most of their members. The extension of democracy should begin with the union. Referring to the debates about the rights of Jewish societies, she said the Jewish community had wrongly identified anti-semitic motivation. Outlets would judge how democratic the NUS was on the basis of this issue. The executive was proposing that any union which denied its members rights should be outlawed. However, the two debates on free speech and the Middle East were not the union's main tasks. It had first of all to put its finances in order after the collapse of its travel service last year and it had to sort out its priorities. She disagreed with those who said that Mrs Williams should not be allowed to speak to the conference because the Government had made cuts in education spending. This was the union's chance to make clear what it wanted.

'No platform' policy ends

A stirring appeal from Ms Slipman, the NUS president, for all students to stand together against racism led to a vote to abandon the controversial policy of denying a platform to racists. Delegates voted by 273,078 to 246,510 against retaining the "no platform" ruling introduced four years ago with the primary aim of curtailing the activities of National Front speakers. A second attempt by ultra-Left delegates to retain the policy was also countered again because of the united front put by Communist, Labour and Conservative delegates. An amendment calling for a reaffirmation of the union's commitment to the defeat of racism and fascism and its "no platform" policy failed on a card vote by 302,629 votes to 190,196. In the face of a campaign similar to Mrs Thatcher's in 1972 to diminish student control over union funds. Then, she said, the Government had proposed giving registrars direct responsibility for union expenditure. The resolution, which was passed by 338 votes to 325, called for a review of the way the Government funds student unions. It also demanded the present system discriminate against further education colleges where many students have to pay their own union fees, it called for guaranteed minimum student union fees for all students, whether they are full-time or part-time, and a mandatory or discretionary grant. The minimum payment would then be supplemented by the Government allowance, and covered by negotiating bodies. An alternative policy was described by Mr Peter Ashby, deputy NUS president, as a "suicide pact" which would isolate us from the rest of the community. It would have committed NUS to contesting all legal claims to a union donation, and to the fact that a union donation was a "vires" of the motion. The motion was passed by a student union which would isolate us from the rest of the community. It would have committed NUS to contesting all legal claims to a union donation, and to the fact that a union donation was a "vires" of the motion. The motion was passed by a student union which would isolate us from the rest of the community.

Secretary of state to rescue

By Sue Reid Mrs Williams intervened last week to free a Belfast student held by police under the Prevention of Terrorism Act after flying into Britain to attend the conference. Mr Emmanuel Hand, a 19-year-old further education student, was detained at Blackpool airport and was questioned for 24 hours before being released. News of his plight was announced before Mrs Williams gave the opening speech. She had already contacted the Home Office and before leaving she again appealed to Mr Mervyn Rees, the Home Secretary, for Mr Hand's release. Mr Hand, whose brother was detained in custody for two months earlier this year by Belfast police, said after his release that his freedom was a direct result of Mrs Williams' plea to the Home Office. Police had informed him that his detention had been "a mistake". More than 100 conference delegates picked the local police station at midnight at the close of the five evening debate demanding his release. But Mr Hand was being held elsewhere.

News in brief

Methodist archives go to Manchester

The archives of the Methodist movement, including John Wesley's letters, were deposited in Manchester University's John Rylands library this week. The archives, which include 26,000 books as well as a collection of manuscripts, will take their place beside the Methodist literature, Moravian and Quaker literature which the library already possesses. The legal agreement involving the transfer and deposit of the collection was signed on Monday by the Rev Arthur Shaw, president of the Methodist Conference and Professor Sir Arthur Armitage, vice-chancellor of Manchester University.

Computer Blaises trail

The new British Library Automated Information Service giving access to information contained in live million books and technical articles, was officially opened last week by Mrs Williams, Secretary of State for Education and Science. The service, developed at the specific request of the library community, also fulfils the needs of scholars reviewing literature.

Inquiry into local history

An inquiry into local history has been set up under the chairmanship of Lord Blake, provost of the Queen's College, Oxford. A committee has been established by the Standing Conference for Local History to assess the pattern of activity and study of the subject.

PCL ratios

The staff: student ratio of the Polytechnic of Central London was revealed incorrectly in THE TIMES last week as 8.77 to one. The correct figure is 10.11 to one.

Surplus colleges to be put to new use

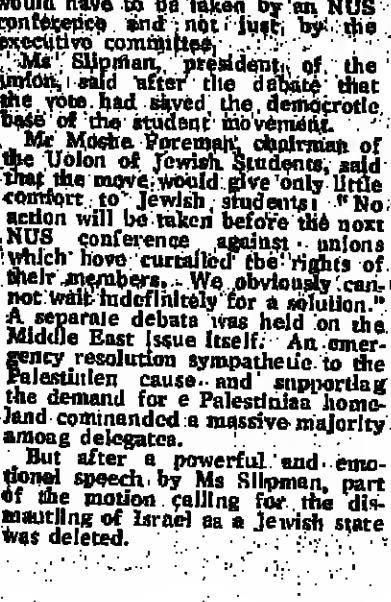
Many surplus college of education premises are expected to be used for other purposes, according to Mr Oakes, the Minister of State in the Department of Education and Science. His statement came last week in answer to Mr Bryan Davies, MP for Enfield North, who asked what progress was being made in disposing of such premises. Mr Oakes said it was hoped that 14 colleges or annexes and parts of two others would be used for educational purposes. The Northumberland Education Authority is adapting part of Alnwick College to assist with secondary school reorganization; Mary Word College, Nottingham, is to be taken over by the Institute of Geological Sciences; Sudbrook College, Shrewsbury, is to be taken over by Shrewsbury Technical College; Wentworth Castle, Barnsley, is to be used as a residential adult education centre; and Saffron Walden College, Essex, is to be leased to the Blind Education Trust which is interested in establishing an English language school for foreign students. Their final student intake was in 1974. Among those whose last intake was in 1975 are Colonia College, West Wickham, Kent, which is to be used as a Roman Catholic comprehensive school, and Endsleigh College, Kingston-upon-Thames, which is to be acquired for the Hull College of Higher Education. A new further education college for the Royal College of Education for the Blind is to be established in Herford College's premises and the National Union of Teachers is acquiring Kostava College, Grinstead, for a staff training and conference centre. Others in this group include Phillips Fawcett and Furzedown College, London, which is to be used as a comprehensive school; Putteridgebury College, Luton, which is to be used for other educational purposes; Sarum St Michael, Salisbury, where part of the premises is to be sold for use as a hostel for nurses; and Stirlingbourne College which is likely to be used by the Institute of Education, Abingdon, which accepted its last intake in 1976, will be used as an European School in connection with the Joint European Treaty (JET) project. Newland Park College, Chalfont St Giles, is to be used for other higher or further education purposes and the spare capacity in what was formerly the teacher training section of Preston Polytechnic is to be used for other college purposes, including in-service training. Both had their final intake this year. The annex at Camborne 1st Mark and St John College) is to be used for in-service training. At Peterborough (Keatevan College of Education) the annex will be used for in-service training as an outpost of Bishop Grosseteste College, Lincoln. The number of students entering music colleges should be reduced but all the colleges should offer four-year first degree courses carrying mandatory student awards, according to the report of the committee of inquiry into the training of musicians. The findings of the committee, set up by the Clouesse Gulbenkian Foundation under the chairmanship of Mr Vasey to review provision for education in music, were made public earlier this week. The music colleges should concentrate mainly on training intending performers and instrumental teachers rather than those intending to become class music teachers or those merely seeking a higher education, it said. Orchestral playing should be given a higher priority and the ratio of teachers to students should be increased. The report recommends that the Royal Academy of Music and Trinity College of Music should become part of the public sector, either by becoming monotechnics maintained by local authorities or else colleges of London University. On provision now the authors say: "It is unsatisfactory in principle that the form of public subsidy provided to some of the most eminent colleges in the country should be one of a guarantee against loss rather than a positive programme for the development of music training and education. Residential accommodation for music students in London should be rehired and fees for part-time teachers should be linked to full-time salaries for comparable posts elsewhere in higher education. On this point the committee goes so far as to suggest that the low fees paid to part-time teachers in the London colleges could be the subject of action by the trade unions concerned under Schedule 11 of the Employment Protection Act, 1975. As far as the school-age musician is concerned, the committee is concerned in the wide disparities that exist between the provision made by local education authorities in different parts of the country. The first priority was the identification and encouragement of talent at an early age. Much could be learnt about the nature of "giftedness", and how to deal with it, from experience in other areas, including non-academic areas such as sport. Local education authorities should be prepared to support their gifted children at specialist music schools which should either become direct grant schools or be maintained by local authorities. Donble O and A levels, in both performance and theory, should be legitimate examination options in music. The committee recommends the setting-up of a working party to consider the extent to which certain accompanying and touring orchestras can fulfill a training role.

Review of music training sounds new notes

The number of students entering music colleges should be reduced but all the colleges should offer four-year first degree courses carrying mandatory student awards, according to the report of the committee of inquiry into the training of musicians. The findings of the committee, set up by the Clouesse Gulbenkian Foundation under the chairmanship of Mr Vasey to review provision for education in music, were made public earlier this week. The music colleges should concentrate mainly on training intending performers and instrumental teachers rather than those intending to become class music teachers or those merely seeking a higher education, it said. Orchestral playing should be given a higher priority and the ratio of teachers to students should be increased. The report recommends that the Royal Academy of Music and Trinity College of Music should become part of the public sector, either by becoming monotechnics maintained by local authorities or else colleges of London University. On provision now the authors say: "It is unsatisfactory in principle that the form of public subsidy provided to some of the most eminent colleges in the country should be one of a guarantee against loss rather than a positive programme for the development of music training and education. Residential accommodation for music students in London should be rehired and fees for part-time teachers should be linked to full-time salaries for comparable posts elsewhere in higher education. On this point the committee goes so far as to suggest that the low fees paid to part-time teachers in the London colleges could be the subject of action by the trade unions concerned under Schedule 11 of the Employment Protection Act, 1975. As far as the school-age musician is concerned, the committee is concerned in the wide disparities that exist between the provision made by local education authorities in different parts of the country. The first priority was the identification and encouragement of talent at an early age. Much could be learnt about the nature of "giftedness", and how to deal with it, from experience in other areas, including non-academic areas such as sport. Local education authorities should be prepared to support their gifted children at specialist music schools which should either become direct grant schools or be maintained by local authorities. Donble O and A levels, in both performance and theory, should be legitimate examination options in music. The committee recommends the setting-up of a working party to consider the extent to which certain accompanying and touring orchestras can fulfill a training role.

Overcome fear of technology in education planning—Nuttgens

A Great Debate in miniature took place in the Nosh House headquarters of the Society of Industrial Artists and Designers in London earlier this week, when leading designers, industrialists and educationists assembled to discuss a new radical review of education. "Learning to some purpose", written by Dr Patrick Nuttgens, director of Leeds Polytechnic, and being awarded the 1977 Burton Design Award by SIAD, called for a look at the British education system from a different standpoint if the real needs of society were to be met. A fear and dislike of technology and therefore of the modern world dominated discussion for the past 150 years, he argued. It had stifled any development of the sense of excitement and wonder which could have been science evident in the 17th and 18th centuries. For too long the educational world had been dominated by the ideal of a liberal education—a learning for its own sake. Now there was an urgent need, Dr Nuttgens argued, to study the world of action, to make and do things, and to do so in a relevant education and a correlative to a dead tradition. The idea that the ordinary mind dealt with things with ideas—a dead mind dealt with ideas—a pure world of clear and perfect





# Colleges staff future 'bleak'

by Simon Midgley  
Colleges of education and their staff could become education's Cinderella after merging with polytechnics and universities.

This pessimistic note is struck in a survey of developments in science teacher training published by the Association For Science Education.

Reflecting on the implications for teacher training of the mergers, the authors warn that in universities and polytechnics the criteria for promotion tend to be academic rather than pedagogic.

They also say that where university or polytechnic staff take over teaching formerly conducted by college staff there is a certainty that they will have had no teaching experience and there is a risk that expertise could be lost.

The report is intended to complement a previous survey on the supply of science teachers. It looks at the diversity of initial training in the light of concerns expressed by practising teachers about the appropriateness of such courses, particularly in view of the recent organization of the colleges and the drastic reduction in the number of teachers they will produce.

Re-merger decisions, says the report, are being taken on administrative and logistic rather than educational grounds. "There is a real danger that curriculum balance in

schools may be determined by numbers of applicants to BEd degree courses."

One of its most disturbing conclusions is that the paucity of college intakes in the physical sciences suggests that non-viability will cause closure of these courses in the BEd and a "dispersion of expertise that is needed for the training of primary and middle school teachers of science."

There was also a danger that science in the primary and middle schools would be taught by a preponderance of teachers having a biology BEd, while those with a science degree and a postgraduate certificate of education would find secondary posts more easily than those with a science BEd.

Commenting on the increasing prominence of the "new" middle BEd degree, designed to give students a broader range of subject choice and an opportunity to shape their requirements more closely to their particular needs, the authors say that greater choice tends to lead to a reduction in course continuity and coherence.

The middle degree with a science component varied enormously, both in structure and in content. The trend was for the teaching components to be presented consecutively, after two years of academic study, although there was some evidence that current debate

questioned the effectiveness of this pattern.

There was also less individual contact between students and staff. Although student counselling is an integral feature of most BEd courses the close personal contact of the small department will no longer exist and more responsibility will be thrown on the student to make sense of his total course.

The teacher training emphasis in the BEd degree, as with the PGCE, "was likely to exist mainly in the 'professional' units—where education studies, method courses and teaching practice had often been amalgamated into one component. The authors say there is an "urgent" need to staff these adequately and to re-think content and presentation.

The report concludes: "Not least among the concerns of those who remain as part of the re-organized larger institutions is the disappearance of the warmth and camaraderie that characterized many colleges of education, and their replacement by management processes in which confrontation and conflict are prevalent."

# Poly's China exchange is British first

by Maggie Richards  
A pioneering educational exchange programme with China has been started at the Polytechnic of Central London, the first time a British educational institution has established a direct link with that country.

Until recently most of the educational interchange has been conducted by the British Council.

This year the polytechnic has been able to arrange for five of its Chinese studies department to study in China for a year while five Chinese would be teacher trainees spent two terms at the polytechnic.

The Chinese connection began last year when the Peking Language Institute agreed to second a teacher to the polytechnic. Mr John Ching, senior lecturer in Chinese Studies in the polytechnic's School of Languages, described the exchange programme as "intensely valuable."

The offer of a Chinese lecturer has not only benefited the Chinese "the greater interest in the Chinese language is now showing in higher education abroad." One reason for this interest was that the Chinese had started translating Western literature again. During the Cultural Revolution, all translations had stopped. Now they needed translators once more.

The Chinese section of the modern languages school was founded in 1974. Last year was the first time students were sent abroad to study Chinese—three went to Taiwan. The polytechnic is the only one in Britain to offer a full four-year undergraduate course in Chinese.

Oxford, Cambridge, the School of African and Oriental Studies, Edinburgh and Durham universities also offer Chinese studies.

Mr Ching is convinced that future educational interchange with China is bound to increase. "With the cultural separateness and technical difficulties of the language you must have some direct contact," he said.

# Recurrent education scrutinized

Barriers facing teachers and students in their attempts to achieve recurrent education in the UK are under scrutiny in a new one-day seminar.

Held at Alexandra Palace, seminar on "Recurrent Education and the Third World" was organized by the British Broadcasting Corporation, and two speakers, West Deutscher Rundfunk, Cologne.

The barriers facing workers in the field of recurrent education were outlined by Mr John R. D. of the BBC's further education department.

It was difficult to relate one Third World country to another in terms of views on education. As people's attitudes came more inward-looking, the barrier became worse. This was seen in the growing alienation between people in Britain and the Third World.

The gap between teachers and health specialists also created problems. There was a vast divide between the academic and the practical on the one hand, and the views on the other. This had to be considered before even attempting how to break down the barrier between differing cultures.

Two major areas of concern were highlighted at the seminar: the adequacy and accuracy of the curriculum, and the lack of understanding and coordination between education and recurrent education in Europe.

From WDR Roshan Dhanraj spoke of her experiences in many programmes about Third World countries for Europe. She said that countries for Europe had not recognized that something to learn less of the Third World recurrent education practices, she said.

# Gene tests may mean evolution rethink

from Clive Cuskson, North America correspondent  
WASHINGTON  
Harvard University biologist Richard Lewontin, whose expert opinion has led scientists to discover an amazing degree of genetic variation between closely related species of animals and plants, has now shown that the variability is even greater than any previous work had indicated.

The latest results of his research group, published in *Genetics*, will force theoreticians to rethink their ideas about the origin of species—speciation—and experimentalists to change their analytical methods.

The experiments centre on the technique known as gel electrophoresis, which Professor Lewontin and his colleagues (Harry Harris and Jack Hubby) developed 11 years ago to get a clearer view of individuality in nature, and in particular the relationship between variations in a particular feature and those in the genes responsible for producing it.

Gel electrophoresis allows biologists to compare specific enzymes or other proteins produced by different individuals. Differences can then be related to the structure of the associated genes.

The method involves observing the movement of protein molecules through specially treated gels under the influence of an electric charge. It is most easily applied to enzymes because they are more readily detected in small quantities than other proteins.

For example, to compare the same enzyme in two fruit flies—favourite subjects for geneticists—a researcher would mix up his flies individually and apply the homogenized material to a column of gel, putting each spot in an exactly equivalent position. When a voltage is applied, the proteins move up the gel at a rate depending on the molecules' precise size, shape and internal charge distributions.

After a certain time the electricity is switched off and the position of the column of the mixture in question is revealed by the migration of a dye to which it is sensitive. If the enzyme from each fly has travelled exactly the same distance, the scientist has assumed that its molecular structure is identical in each case. Different positions imply slight differences between the genes responsible for their production.

The technique was adopted enthusiastically by the international biological community and applied to a vast range of organisms. "It has

become a sort of cottage industry," says Professor Lewontin.

Geneticists have used it to investigate evolutionary relationships, the process of speciation, and the connection between diversity and habitat and many other problems.

Professor Lewontin's group has now found that by increasing the sophistication of the experimental procedure and making relatively small but subtle changes in the physical and chemical properties of the gel, a five-fold increase in the variability of the same enzyme investigated so far can be demonstrated.

Jerry Coyne, a graduate student, has used the improved version of gel electrophoresis to look at two species of fruit fly from the western United States for which previous tests had shown some genetic overlap or uniformity. He showed that this uniformity did not exist at all.

If these results are representative they will have important implications for evolutionary theory and the debate between those who believe natural selection is the driving force in the creation of new species and those who think random changes at the molecular level are more important. The idea that the creation of species may involve only a few genetic changes is beginning to look untenable.

# When two's a crowd

from our own correspondent  
WASHINGTON  
University teachers grow old, stale and disillusioned together... academic ambitions slowly wither for want of new blood.

These sad symptoms of stagnation are being met by one university system in many western countries. Canada, however, is about to make a nationwide effort to alleviate them.

The Association of Universities and Colleges of Canada and the Canadian Association of University Teachers are to launch a programme of inter-university academic exchange "to enhance the intellectual vitality of Canadian universities in a period of stagnating membership."

The scheme will start on a trial basis in the academic year 1978-79. Every university president in the country has pledged his support, says CAUT executive secretary Dr Donald Savage.

Exchange will normally start one academic year, plus a summer research period immediately before or afterwards.

Participants will continue to be paid full salary and other economic benefits by their home universities. In all other ways they will be treated by the host institution as if they were an full service staff member. Most universities will pay travel expenses for the scholars and their families, but the academics themselves will be responsible for arranging accommodation.

The trial programme is limited to a maximum of 100 members. The scheme did not carry over a pilot study to gauge demand and they are not willing even to guess how much interest the programme will arouse.

If there is a big response CAUT and AUCC will go out and get funding for a permanent programme from federal agencies, Dr Savage says.

When a pair has been formed, each member is expected to send duplicate applications to the presidents of the universities concerned and to CAUT and AUCC. They are expected to provide precise information on the suggested exchange of responsibilities.

There are significant differences between salary levels at Canadian universities. For example, academic pay in the Atlantic provinces of New Brunswick, Nova Scotia, Newfoundland and Prince Edward Island is relatively low, and someone going from there to an expansive city like Toronto might feel the pinch. But Dr Savage does not feel salary differences will be a major obstacle for the programme, especially as the exchanges are only for a year.

He expects the level of exchanges to be greatest in the fields where the job drought is most severe, such as physics, chemistry, the human and many social sciences. The few areas that are still expanding, for example, law and accounting, will participate less.

in say their spouse needs a job but when they apply to Stanford or elsewhere. People who say 'I'll come only if you hire my spouse' are simply not hired."

In most cases, the successful approach has been one which raises hopes of anguish from the women's movement: the husband accepts a reduced post, and his wife takes part-time or temporary work at the university in the same quarter as the tenure track. The step to a tenured appointment is likely to involve her in a struggle, particularly if there are children at home.

But for many couples, the alternative has to be husband and wife taking jobs in different universities, maybe in the same area. The report notes that "divorce is sometimes the most sensible answer."

What are the universities doing to ease this growing problem of couples with parallel academic careers? One school of thought is that they are obliged to do nothing. Appointments should be made strictly on merit, leaving individuals to sort out their own domestic arrangements.

There are less harsh suggestions, job sharing being the most popular. If the dream of a dual appointment on the same campus is dashed, then there is always the elusive chance of persuading faculty leads to appoint two people to one post, splitting the work and the pay between them.

It need not be one job that is divided. Renato and Shelia are successfully running a one-unit department at Stanford, though they concede that what this means in practice is that they both work a full quota for three-quarters of each year. It is a workable solution.

Shared appointments are commonest at smaller universities and colleges, which may use them in fact to recruit. They also fit in with the trend towards more part-time jobs as a way of saving money on salaries. A University of Virginia laboratory and lecture hall and marital differences accentuated by professional rivalries. On the contrary, the report presents a picture of harmonious marriages. As one (semi-)playing couple said: "Our marriage has survived mixed doubts, and that's a much harder thing than being in the same department in the same university."

Where the difficulties arise in finding suitable twin jobs in the first place, and here the conclusion of the few who have managed it is that the odds are stacked against them. To quote one Stanford academic: "If both husband and wife are going for top-level positions, it cuts them both out of the general job market. In each field there is a best place to be, but couples may not be free to move. The answer may be that both have to go to a less prestigious institution."

With the employment market dwindling, to seek a job as a couple is inviting on abrupt academic cold-shoulder. A senior professor spalls it out: "As a department chairman, I would advise young couples not

to say their spouse needs a job but when they apply to Stanford or elsewhere. People who say 'I'll come only if you hire my spouse' are simply not hired."

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# Medical study in London 'threatened'

Government policies are threatening irreparable damage to the study of medicine in Greater London, Mr Malcolm Goffrey, dean of the Royal Postgraduate Medical School of the University of London, warns in his 1976-77 annual report.

Proposals for achieving a more equitable distribution of National Health Service capital would result in a movement of resources away from the metropolises to other parts of the country, he says.

"It would appear that financial pressures are being used to produce changes in the provision of health services and the necessary NHS back-up for medical teaching and research."

Although the long term aim of the policies might be desirable, severe planning and decisions about the pattern of academic medicine in London and the rest of the country should come first. The reallocation of finance should then follow, on the basis of what had been planned.

His warning follows the government's Resource Allocation Working Party proposals for identifying new target financial allocations for Regional Health Authorities, which would result in a movement of resources away from the four Thames regions to other parts of the country.

The RAWP was set up by Mrs Barbara Castle when Secretary of State for Social Services, to review the arrangements for distributing NHS funds to RHAs, area health authorities and districts so as to find a pattern of distribution responsive to relative need.

Having identified regions whose health needs were underprovided and other areas where there was said to be overprovision RAWP submitted its full report in September, 1976.

Mr Goffrey said Hammersmith Hospital, where the RPHMS is based, entirely supported the concept that under-provision of health care should be remedied. However, it took only a rapid look at the NHS in the area to doubt whether the RAWP indicators of health need were reliable.

They were also concerned as to whether in Greater London the new proposals were compatible with the Secretary of State's responsibilities under the National Health Service Reorganisation Act 1973 to make available facilities for university clinical teaching and research connected with clinical medicine.

The heavy concentration of the medical schools of the University of London made this so "extremely difficult and important" problem, and the university has already established a working party to examine the implications of the RAWP report.



The first major show in Leicester Polytechnic's new exhibition hall saw two of the three exhibitors, Loughborough College of Art artists Michael Harrison (left) and Philip Thompson, sitting in front of colleague Geoff Beunell's Tantic-influenced paintings.

# Equal opportunities as far off as ever—NEC director

Despite universal secondary education and the opening up of the means of providing basic education, while the enthusiasm is renewed for this type of provision, their budget allocations decline. Genuine functional and adult education was needed to help people cope with the complex world we live in. It is not enough to give them a central over their own lives; and it did them to make the best of opportunities available in a democratic society.

Some basic skills were not so easily obtainable as 100 years ago. Mr Freeman said: "The state is involved in bringing up children, interpersonal skills that might be brought down soaring divorce rates, and might also be old skills in coping with financial and legal problems increasingly complex for laypersons."

"Above all, we need greater knowledge and understanding of local and national issues by all citizens. A society that falls behind in a democratic way goes on to provide a basic education for all people to exercise democratic responsibilities. We are solving the problem of our present democracy."

The NEC had felt compelled to make a response to the need for basic adult education—input that might galvanize people and improve their lives in the field into action, Mr Freeman added.

But he stressed that the NEC's role was not to be a "patron" as the first and "retreat" on matters of education. It was to be a catalyst for action in the future.

Mr Freeman is a member of the newly-formed Advisory Council on Adult and Continuing Education.

# Employers can afford to pick and choose law graduates

from our own correspondent  
WASHINGTON  
Headhunting for the 30,000 students due to graduate from America's law schools in the coming year is under way. It is not clear what any job offers must be accepted or rejected by December 15.

The select few, who are near the top of their classes in such elite law schools like Harvard, Yale, Chicago and Berkeley, are likely to have been snapped up by prestigious firms in New York and Washington at starting salaries approaching \$30,000 a year.

Most in the middle of their classes and in the middle-ranking schools will have managed to pick up jobs with smaller firms at salaries around \$12,000.

But several thousand of those graduating in June are unlikely to find a job at all in their chosen profession. According to the United States Department of Labour, the 30,000 graduates are competing for just 21,000 law jobs. By 1985 100,000 qualified lawyers will have to work in other fields or not at all, the Department estimates.

However, Professor Wayne McCormack, associate director of the Association of American Law Schools, says that these figures are misleading and that there is a clear evidence of a surplus of law students, even though enrolment at the 164 accredited law schools has almost tripled over the past decade.

He points out that although not all law graduates want to go into the legal profession, the qualification can be a useful entry into other jobs. There is no significant unemployment among law graduates, Professor McCormack says.

He is backed by Professor Dick Bagder, placement director at the University of Chicago law school, who says employment prospects for law students are better than the impression given either by "erratic" Labour Department projections or by "anecdotal journalism."

At the best law schools the market is very busy indeed during the season (from September to December) and the shoppers—the top law firms—often overwhelm the students. The Chicago campus, for example, is visited by 400 firms

# Canada floats exchange plan

WASHINGTON  
University teachers grow old, stale and disillusioned together... academic ambitions slowly wither for want of new blood.

These sad symptoms of stagnation are being met by one university system in many western countries. Canada, however, is about to make a nationwide effort to alleviate them.

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He expects the level of exchanges to be greatest in the fields where the job drought is most severe, such as physics, chemistry, the human and many social sciences. The few areas that are still expanding, for example, law and accounting, will participate less.

# Women's ban to end

Stanford University's 33-year-old ban on sororities—women student societies—is expected to be lifted by the Board of Trustees next week.

University President Richard Lyman said the ban "very clearly discriminates against women" and is therefore against the law as well as "what I would consider good university policy."

# Hubert Humphrey centre

Last Friday was proclaimed Hubert Humphrey Day by Minnesota Governor Rudy Perpich. It was a day of a nationwide drive to raise \$20m for a Hubert Humphrey Institute of Public Affairs at the University of Minnesota. It will be "dedicated to the recognition and encouragement and education of young men and women who show promise in political life."

# Students to get 'consumer advice'

Colleges must provide intending students with a full range of "consumer information" under new regulations published by the United States Department of Health, Education and Welfare.

The information should cover costs of attendance, all available financial aid (federal, state and the institution's own programmes), the criteria used in determining the size and distribution of awards, descriptions of academic programmes and figures showing the percentage of students completing any particular course. The rules cover all colleges administering federal financial aid to students.

A survey of prospective students by the College Entrance Examination Board earlier this year showed widespread dissatisfaction with consumer information.

# \$2.4m for research priority areas

The National Research Council of Canada is keen to direct more of its funds to university scientists working in "areas of pressing national concern."

The council has identified three such fields: energy, environmental toxicology and oceanography. It has set aside \$2.4m a year for "catalytic grants" in these areas.

The three priority areas have been defined very broadly. Thus, energy research over the whole spectrum from fossil fuels to nuclear fusion will be eligible. Results of the first competition for a strategic grant will be announced in the New Year. The NRC's Office of Grants and Scholarships says it has received applications for much more than the money available.

# Courses too short, Tolley says

Many degree and diploma courses are too short to prepare professionals to sustain the pace of change required in an era of rapid technological advance.

This view was expressed by Reverend George Tolley, principal of Sheffield City Polytechnic, last week at a degree and diploma award ceremony.

He told students: "I am convinced that many of our courses are now too short to deal adequately with all that is required of a professional who has to sustain the pace of change required in a technologically based business."

As an example, he said that although a degree or diploma in engineering might be quite adequate for those who would provide support in a technologically based industry, it was not adequate for those who must provide the leadership and innovative thinking.

"We must, I am convinced, face up to the need to require longer and more demanding courses for some, but not all, in higher education and face up also to the consequences

# Distinction replaces credit

The term "distinction" to reflect outstanding performance is now to replace "credit" as the second level above a pass in the Business Education Council national and higher national awards when courses are introduced in further education colleges next September.

There will also be two credit achievement—pass and credit—BEC general awards. Credit indicates a standard sufficiently high to qualify for direct entry to national award courses.

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# Symbolic turning point reached on tenth birthday

Stirling University's tenth anniversary this semester coincides with its highest ever admission figures, a 25 per cent increase in applicants making Stirling their first choice and a rise in overall applicants 11 per cent above the national average.

Such statistics put the university well on the way to achieving its target figure of 3,300 by 1981-82. They are interpreted by local head teachers as a reflection of its growing academic reputation and by the administration as a welcome sign that the albatross effect of the Queen's visit in 1972 is ceasing to influence admissions. They have provided a symbolic turning point in university morale after five years during which self-confidence suffered on a number of accounts.

Some of the new courses which have won through over the past year or two in the teeth of library and staffing economies include a turn in the tide of "creeping departmentalism", noted by Peter Wilby (THESE May 21, 1976) which threatened to erode the flexibility of Stirling's degree system.

Courses in political studies, earth and environmental science, folk-life studies and the northern renaissance each involve several different departments and there is evidence that 30 to 40 per cent of first year students choose combinations which cross traditional faculty barriers. Joint honours degrees in English with biology or psychology are not uncommon.

Stirling, with all the Scottish universities, shares and rejects accusations of lack of contact with Scottish society and development. The criticism is reinforced by the beautiful but isolated English-type campus; it may have the most successful vacation lodging programme of any British university, but is far removed from the "towns college" tradition in a country where the product of academic tradition.

However, Professor T. A. Dunn claims for the department of English studies—where Norman MacGill is reader in poetry—a distinctive

place in the writing and evaluation of Scottish literature. A failed attempt to introduce Gaelic has been balanced by the introduction of Scottish studies, another interdisciplinary subject.

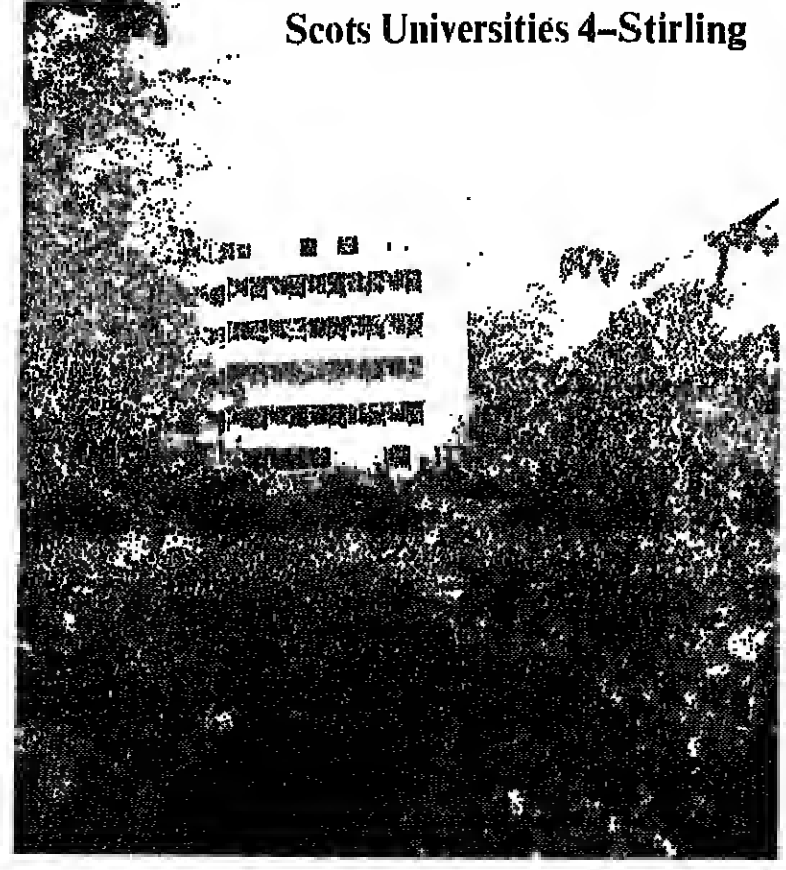
Research of direct practical application to Scotland includes three different, oil-related studies, much sociological investigation and work on seed technology and upland farming. The unit of aquatic pathology has played a key role in the nation's boom in fish farming and now provides a diagnostic and laundry service for the entire industry as well as contributing substantially to the spread of aquaculture in water-developed countries.

It is noticeable that the career-oriented subjects in particular biology, and agricultural and business law, have shown a marked proportional gain in students over English, sociology and history, the brains of the early years.

Apart from the semester system, integral to the flexibility of the Stirling degree and which survives with the support of staff and students alike, two major innovations distinguished the university from the start: a degree in education, taken concurrently with other subjects and degrees in industrial science and technology courses, both planned as direct commitments to community development.

The university produced 52 graduates in January, the majority of whom were immediately absorbed by Central Region and West of Scotland universities. Local head teachers, with students on teaching practice, have much to say in favour of the system which spreads teacher training over the whole of a university career.

The response from local industry to the department now called management science and technology studies has been on the whole disappointing, with little take-up of the industrial projects unit's consultative expertise, which is increasingly called upon for international projects, including studies on technology transfer and information science for the Organization for Economic Co-operation and Development and the United Nations. The shortage of graduates attracted to this department is partly explained by the lack of applied sciences taught and negotiations have begun



The innovations policy has begun to pay dividends.

responsibly establishing outside engineering qualifications as a component part of a wider degree programme. Local industry has, on the other hand, been eager to supply practical experience for MSc students whose course, though comparable to others available at Strathclyde, Lancaster and elsewhere, is unique in its mixing of technologies with the emphasis on economics.

A recent BEC case study of the links between six new European universities and their regions shows for Stirling "a programme of cultural development within the region that has no equal among the other five". The university is alone in Britain in setting aside 1 per cent of its un-marketed annual income, about £43,000, for a separately administered cultural fund for its region; the MacRobert Centre, and the Gannochy sports complex, which places a special emphasis on community sport, are between them estimated to bring more than £10,000 a year to the campus.

Despite this economic advantage the university has benefited in one respect from beginning at the end of the post-Robbins period of expansion. Its own peak growth period, coinciding with the time of

maximum competition for academic posts, has ensured the maintenance of an outstandingly high calibre of undergraduate teaching and several departments have begun to establish an international reputation for themselves.

Final year English honours dissertations whose wide range of options ensures that teaching is linked to lecturers' real interests, are consistently praised by external examiners. The department of psychology, one of the largest in the United Kingdom, has attracted unusually heavy grants for research which ranges from the play needs of handicapped children to a life science project for the first European Spacecraft mission in 1980.

To remain innovative, but not staidly for the sake of novelty is one of principal Dr W. A. Cramond's expressed hopes. As one senior lecturer put it: "We accept that we have made contributions. It would be unreasonable to expect a small people to year to the century, but the problems that have been facing others for centuries. The full measure of Stirling's success or failure only the future can judge."

Juliet Clough

# EFL teaching enjoys publishing link-up

Hard times are forcing teachers to seek new sources of income. One of the latest examples is a venture set up last summer by King's University's Centre for Applied Language Studies and London English Teaching Services which aims to double their output.

The initiative was Langman's. It coincided with Reading's centre which its staff will use to develop teacher-training. In the departments will eventually double its staff and students.

Mr David Hurstler, managing director of Langman's English Teaching Services, said Langman, the main producer of EFL (English as a Foreign Language) material, wanted to see a contrast in the way of producing British teachers of the subject.

There were plenty of centres for training British EFL teachers, he said, but demand was increasing, particularly from developing countries, for teacher training. Facilities in Britain could no longer meet it and there was a danger that the United States would fill the gap.

Secondly, there was a feeling that the standard of teacher training offered in the country had not kept pace with the growth in the subject. The problem, he explained, was the teachers' lack of experience of running a management team, and anything it tried would be labelled "commercial". A university would give such a centre respectability and academic independence.

Reading was picked because it is near to London and already has an EFL centre, where teacher training is a long-term aim.

The centre at Reading was set up in 1974 as a unit attached to the department of linguistics. Mr. H. Wilkins, the director, said the idea was to have a centre for language studies which would eventually also provide courses for research. The language courses would provide an on-the-spot practical context for teacher training.

Mr Langman's approach brought in long-term financial support in other ways, plus, long centres are likely to be set up. It is financially quite independent of the university. It pays for its own staff (not including the director), who are treated as university staff in all but security of tenure. They have three-year contracts.

It is not only self-financing but also primarily from student fees for the EFL courses but also from several thousand pounds back from the university budget. The centre means that staff do not have to devote all their time to teaching research.

Since it was first mooted, however, the project has expanded. The publisher's contribution is now about one quarter, because the university has decided to build a centre for applied languages, which will house not only the new project but also all the university's language teaching facilities. It should be ready by next October.

The new building will cater for a doubling in staff numbers over the next three to four years. Already a director of studies, Mr. Roy Wilby, has been appointed. Students will at present represent 1,200 units (that is, one student per week) over the year, will also increase.

Income next year is expected to be £109,000, £51,000 from the teacher/training courses, and £58,000 from the EFL courses.

Both the university and Langman are adamant that there are no conditions on materials or consumers on the use of other publishers' materials.

One problem is high fees at present, they are about £80 a week, not including accommodation. In favour of students, fees are being cut, entirely dependent on fee income last year the Royal Society of Arts gave £2,000, and the Cambridge University Press contributed to the production of a textbook.

Frances Cill

# Time to stop and think

The setting up of the Business Education Council (BEC) at first looks very similar to the coordination of technical education by the setting up of the Technicians' Education Council. But there are problems in education for business which create difficulties for those planning education and training.

What are these difficulties and what steps are necessary to ensure the provision of adequate education for business today?

We have been looking at a critical review of education for business, those in the professional bodies directly engaged in the provision and training of chartered, certified, and otherwise qualified accountants and company secretaries have been engaged in extensive discussions with the Business Education Council in an attempt to relate their own professional training programmes to the requirements of general business education.

Other professional bodies have had even greater difficulty, partly because of uncertainty as to the scope of the activities of the Business Education Council. The relationship between business education and management education, and particularly the relationship between higher level courses of the BEC and the Diploma in Management Studies, has not been clearly defined and this difficulty has been made worse by the fact that the responsibility for the diploma has recently moved to the Council for National Academic Awards.

The Royal Society of Arts and the London Chamber of Commerce both of which operate examinations in business subjects have commented in their reports on the difficulty of giving students a broad view of the world of business and a sense of relevance in their training.

A parallel problem exists for those engaged in the construction of courses, the preparation of course material, the teaching of existing business programmes, and particularly the formulation of new programmes designed for a variety of business contexts.

Not only is it important that a student, however vocational his course, should be given a broad view of what business is in general, it is also clear that no course, however specialized, can be adequately constructed unless those who formulate its principles in a general view of what business education is a whole ought to be concerned with it.

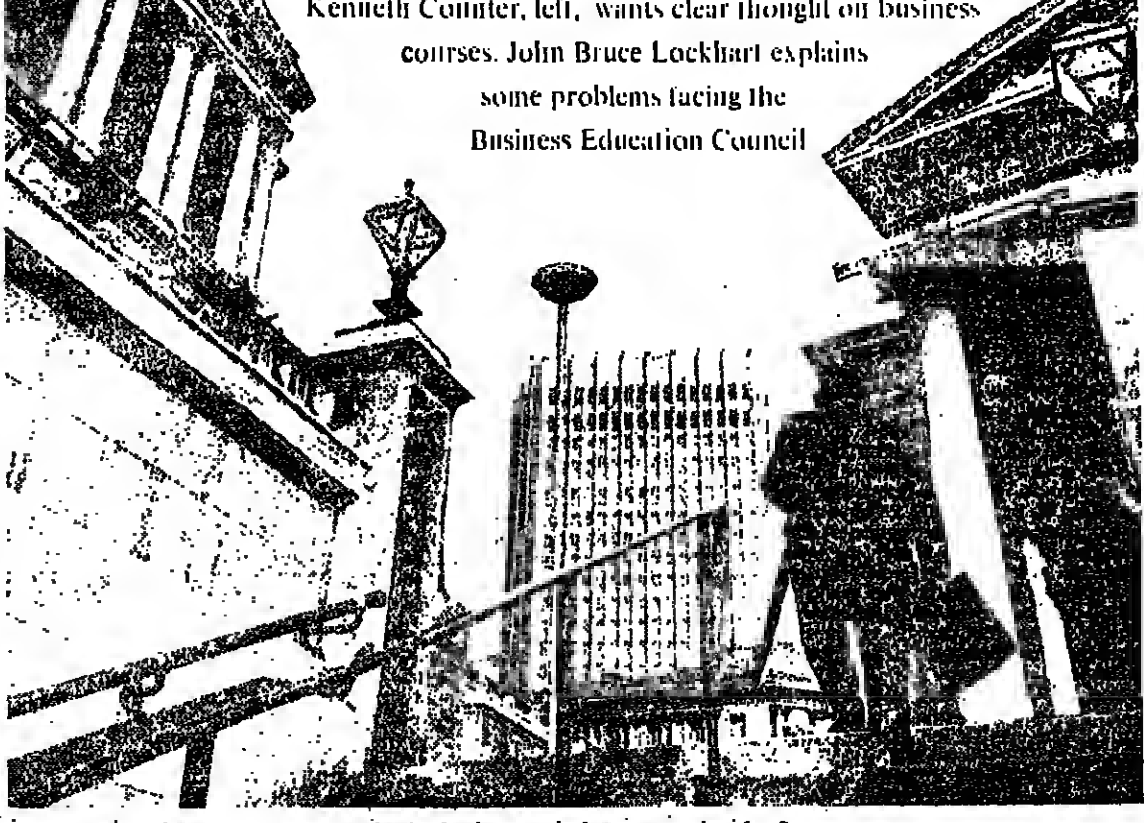
But we have also been lacking a positive philosophy. It seems clear that such a philosophy must come from inside industry and commerce. Employers must be heard to say what they want in the basic education and continuous training of their staff.

The British Association for the Advancement of Science has recently been looking at the employment prospects of engineers in relation to their training. The Department of Industry has also made a number of recent statements about the need to get highly qualified people interested in manufacturing industry, not only at management level but also in production. In a similar way there is a requirements of business to be spelled out from within business, as they were to a certain extent in a number of reports before we had a Business Education Council to implement proposals. But now requirements have changed and it is time that we looked again at our needs and asked the critical questions.

Foremost among such questions must be whether we primarily require suitable training between the ages of 16 and 19 (or 13 and 21) for those considering business as a career. That is to say, are we principally looking for more training on the basis of, say, economics, accountancy, and law, and if so in what shape and with what accompanying disciplines should such training be constructed?

Those daily engaged in the administration of educational institutions are well aware of changing patterns in employer attitudes to which more senior staff can be released to short courses, for updating and mid-career development,

# Getting started in world of business



Stepping up into the City. But what's the best training to get that for?

of specialized seminar courses or various kinds, will continue to depend on changing factors within individual situations.

But the question of day release for part-time courses at undergraduate level and below must be part of any serious consideration of a philosophy for business education.

It would however be a great pity if all that happened was that consideration was given to the balance between one form of business education and another, without any attempt to plan, but it scarcely discloses a business education philosophy, and it certainly does not disclose a creative one.

Over a long acquaintance with business education and training, of first within business organizations and then in teaching, I have come to the conclusion that we are moving continuously away from simplicity and attractiveness in our business studies courses.

It is surely time that we reviewed the educational objectives which the BEC, the professional organizations, those concerned with the training of students and those with an interest in disciplines related to business might all share.

Kenneth Conner, left, wants clear thought on business courses. John Bruce Lockhart explains some problems facing the Business Education Council

Then again, if we have been looking at a critical overview and a creative philosophy, it will be felt by many that we also lack a credible design. We live in an age of the modular degree, the tree of knowledge cut up to build a climbing frame. Many courses, other than degrees, including those proposed by the BEC, are modular in form.

Now one of the consequences of a dismemberment of the tree of knowledge is that our soon forged which part of it grew out of which other part, how and why. In other words, subjects are taken for their usefulness and given the appropriate treatment. In their examination policy professional bodies have sometimes tried very hard to avoid this kind of consequence.

The complexity of the modern world make a master design for business education difficult to achieve. Reference has already been made to the planning of courses within the requirements of particular fields of employment or for subject specialisation.

The grouping achieved by setting up the various studies boards of the BEC represents a rough grouping of study areas by subject or vocational focus. The roughness of this analysis of the requirements of business may be a cause for concern as the administrative load of putting over this small number of boards into operation becomes effective.

It is essential that the education committee of the BEC should em-

cern itself with a deep consideration of questions of policy. A quick look at the membership of the council itself and of the education committee suggests that neither of these bodies yet contains as large a proportion of members from the working side of industry and commerce as may be desirable.

It is of the greatest importance that those who participate in the discussion of the future of business education should come in great measure from the practitioners of business.

We have, then, been lacking a critical overview of education for business, a creative philosophy to back up and precede the drafting of schemes for such education, and a credible design for our overall programme in this area. How can this be put right?

In the first place, it is desirable that the regional management centres should look seriously at the training of teachers for business studies and related sectors. Totally inadequate provision has been made in the past for training staff in educational methods geared to teaching business subjects.

Secondly, the role of the professional bodies in the training of specialists, and in particular the provision of practical courses, needs to be examined in business, should be examined much more comprehensively than it has so far been.

Third, the intended role of the BEC general certificate and diploma and the national certificate and diploma should be fully considered by all those involved in the employment of appropriate staff, and the relationship between the BEC higher certificate and diploma awards and degrees (whether in business studies, accountancy, distributive trades, public administration or other areas) should again be the subject of discussion between educationalists and those employing staff so qualified.

Fourth, it is to be hoped that much more will be heard from employers about what they require from the basic education of their staff and from short courses—especially what they seem to be the proper relationship between in-service courses provided by the employer and short courses provided outside the employment context.

The danger that we shall seek to do too much too soon is a real threat. Now is the time for us to stop and think about business education as a whole. Now is the time for more careful investigation of the relationships between business education and industry.

It is regrettable that no assumptions have been made about the attitudes adopted by academics to industry and by industrialists to the academic world. There is, in particular, no reason to suppose that those employing the products of business courses are in some way less than over-pressing their requirements both precisely and clearly.

Only by a discussion at national level of the needs of business in terms of the education of its work force can the mutual prosperity of business itself and the educational institutions which serve it.

The author is assistant director of the Polytechnic of the South Bank. The views expressed are his personal views.

# Master guide to sea of history

coiled from preceding page

into the widespread medieval belief that the King could cure scrofula by touching the sufferer, and Febvre's *Le problème de l'innocence* tried to examine the extent to which a seventeenth-century man could be an unbeliever.

But later the focus of interest and activity changed. The wider social issues raised by man in the mass moved closer to the centre of the Annalistes stage, first with Bloch's *La société féodale* and then Braudel's *La Méditerranée*. In the past 20 years this tendency to emphasize man as a social and economic being has increased. Braudel himself has been a key figure in this important modification of the Annalistes tradition.

It is perhaps not simply the accident of death that left Febvre's book on thought and belief unwritten and Braudel's on capitalism, and material life complete. It may indicate an oversimple but nevertheless neat way what has happened to this historiographic tradition since Annales was first published 48 years ago. The end of the Annalistes may remain the illumination of *monétarisme* but that means have become increasingly statistical and even mechanistic.

Third is their ambivalence about ideology. For the Annalistes man is subject to great and powerful forces outside himself, the climate, famine, disease. Yet they are not determinists: man also plays an active role in the working out of

his destiny. Indeed, it is precisely this interaction between man's will and his environment that excites them most. But this leaves a vacuum: the great events celebrated by the Annalistes, the battle of Lepanto in 1578 is almost an incidental event in *The Mediterranean*. But they do not offer in their place Marxist ideological scheme as the Annalistes did.

However, this ambivalence, the lack of dogmatism, is regarded as a virtue by Braudel himself. "In my books I have now and then opened a window on to landscapes that are but dimly visible, but one window is not enough," he says. "At the risk of being accused of incoherent liberalism I say that in order to mount the multiple thresholds of history all the doors seem to me to be good. None of us knows them all. At first the historian opens the door onto the past he is most familiar with. But if he wants to see as far as possible he has to knock on another door, and then another."

This helps to explain the success, indeed the near-total victory, of the Annalistes in French historiography. In 1928 Bloch and Febvre were radicals, the leaders of a new school of "anti-history"; their opponents were the Sorbonnistes, whose own political views have always been discreetly hidden, but right apparently without distinction. As an historical tradition Annalistes has become a broad church. The danger is not that it will ossify into a new stifling orthodoxy but that it may become too effusive and lose its sharp identity.

Whatever happens there can be no doubt that Braudel's institutional achievements have overshadowed history in a more influential position in academic life in France than in most other countries. He makes no

responsibility and their respect for statistical methods made the Annalistes respectable social scientists while the weakness of economics in France disposed of their most powerful rival.

The second reason was the arrival of a new wave of younger historians who were interested in social and economic history. The same phenomenon was apparent in England at about the same time. Yet this does not explain why the Annalistes tradition triumphed over others which placed equal emphasis on social and economic history.

Part of the answer is that as a result of the efforts of Febvre and Braudel the Annalistes had a secure and powerful institutional base in the sixth section which was far superior to that of their rivals in the still unreformed universities. But perhaps most crucial was their ideological neutrality. Their old rivals, the Sorbonnistes, and new ones like Labrousse who had been Blum's chief in cabinet, were tainted with the polarized politics of the Third Republic. The Annalistes in contrast seemed more in tune with the technocratic world of the Fourth and Fifth Republics.

Yet the Annalistes have not used their hegemony in a capricious or exclusive way. Braudel himself, whose own political views have always been discreetly hidden, has encouraged young historians of left and right apparently without distinction. As an historical tradition Annalistes has become a broad church. The danger is not that it will ossify into a new stifling orthodoxy but that it may become too effusive and lose its sharp identity.

Whatever happens there can be no doubt that Braudel's institutional achievements have overshadowed history in a more influential position in academic life in France than in most other countries. He makes no

apology for this intellectual hegemony of history. It is not like victimology, the prisoner of the present, with a time scale for one short for an illegitimate perspective on change. Nor is it like anthropology, a prisoner of changelessness. Instead it is about the vitality, the dynamism of man's development and the role of the leader of the social sciences.

However, Fernand Braudel will be judged above all on his intellectual achievement. For he has given the Annalistes tradition not only an institutional structure but an intellectual one also. It is he who has refined the methodologies on which his own achievements and those of his successors have been built. Of course, Braudel's division of history into three levels, structures, conjunctures, and *événements* strikes some pragmatists as artificial and over-rigid. Braudel himself recognizes the limitations of any methodology.

"Breaking down the problem in order to understand it more fully, stages amounts to mutilating and manipulating much more complex economic and social reality," he admits. "In truth we must grasp the whole."

It is on his own attempts to grasp this whole, first in *The Mediterranean*, then in *Civilization and Material Life*, and now in a new venture, a three-volume history of France, that Fernand Braudel's reputation will ultimately rest. The skill of the historian resides as much in his own dexterity as in his enthusiasm for more mechanistic research. One of his favourite authors is Robespierre. It may seem paradoxical but it is not untrue to regard this guardian of the Annalistes as the Robolus of French historiography.

Frances Cill

# How to match courses and careers

Two aspects of the problems faced by the Business Education Council have a wider relevance. The first is the difficulty of finding a sensible definition of business education. The second is the practical problem that arises when employers and teachers sit round a table to agree what constitutes a vocational education for business.

There is, of course, no right or wrong answer to the question "What is business education?" Nevertheless, the first task of the Business Education Council must be to define the term in a workable way. We started by obtaining as many views as we could. Among these, teachers, business men, and employers were particularly helpful. They were particularly helpful in defining the term "business education" as the speaking and writing of clear and simple English.

These four central themes are to be integrated into every BEC module of the national and higher level. They are not to be taught as separate subjects, but they are to be an integrated part of all courses leading to BEC awards. If the student does not show a reasonable mastery and understanding of these four central themes then he will not obtain his BEC award. By insisting on this we believe we have given a clear meaning and a unity to business education.

It will mean a major challenge to teachers, as it implies in many cases a change of approach and even a change in teaching techniques. It is all very well to make speeches about the importance of adaptability in change in a technological environment. It is a different matter when change starts coming into one's own lovingly cared-for backyard.

We have had many talks with teachers and educationists on this problem. Most believe the basic concept is sound, but that the execution will not be easy and that teaching the speaking and writing of clear

education very much, and when they did their views were of a startling variety.

We decided that for BEC business education should cater for four ranges of careers: the financial sector (banking, accountancy, insurance, etc.); the manufacturing sector; the distributive trades; and public administration. BEC has created four boards of studies which are now designing vocational courses relevant to these careers.

But if you leave it at that you simply provide four tidy packages with no common core, no point of contact between business education simply becomes a vocational package deal based on four ranges of careers.

This was perhaps the most difficult problem BEC had to face, and having considered several solutions we settled on a very simple proposal. BEC courses have to cater for careers as different as an accountant, a floor manager in a department store, an assistant sales manager in a manufacturing industry, and an officer in a social services department in a local authority.

Across the whole spectrum of the four ranges of careers there are certain common basic skills or areas of knowledge. These are:

money; people; numbers and analytical systems; and the speaking and writing of clear and simple English.

These four central themes are to be integrated into every BEC module of the national and higher level. They are not to be taught as separate subjects, but they are to be an integrated part of all courses leading to BEC awards. If the student does not show a reasonable mastery and understanding of these four central themes then he will not obtain his BEC award. By insisting on this we believe we have given a clear meaning and a unity to business education.

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We have had many talks with teachers and educationists on this problem. Most believe the basic concept is sound, but that the execution will not be easy and that teaching the speaking and writing of clear

English will be the most difficult of all.

The success or failure of BEC depends on the goodwill and co-operation of many groups—employers, students, institutions, unions, parents, career masters, educationists and others. Fundamentally, however, it depends on the ability of employers and teachers to work together. There is no lack of goodwill on either side, but there are three hurdles to be overcome.

The first hurdle is that the further education system in England is highly complex, and the great majority of employers do not understand it. The teacher whose life is spent in a system that is not understood by the employer cannot work it.

The second hurdle is a matter of jargon. All trades have their own terminology and shorthand, and the educational profession is no exception. A head of a business department, a lecturer, a member of the DES, or a lecturer in computer studies in Cardiff, can all understand each other. But to most employers their conversation might be spoken in occult Greek.

The third hurdle is that to a teacher BEC committee work is

near the heart of his work. If an employer has "trouble" or a cash flow crisis, his work on a BEC committee, quite understandably, becomes very much a second priority.

These three hurdles are real. We have appointed as chairmen of the four boards of studies distinguished employers, and the members of the boards are people of sound reputation from business, teaching and the unions. The basic need is for the employer to have a substantial say in stating their requirements in these vocational courses. In the past, for various reasons, they have not had enough say, and have consequently not felt truly involved.

But the major responsibility for surmounting these three hurdles rests with the teachers. It is they who will have to accept and sympathize with the employers' initial lack of understanding of the further education system, and give a helping hand.

Our experience within BEC's own boards indicates that these problems are beginning to be solved. It will be seen if the goodwill and understanding can be extended on a national basis.

The author is chairman of the Business Education Council.





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# Comprehensive university or radical alternative?

The left in Britain has never been able to make up its mind about higher education. Should it seek to create a radical alternative to the present admittedly elitist forms of higher education? Or should it concentrate instead on democratic reform of the present structures? In other words, should the left seek an external and revolutionary or an internal and evolutionary solution to the central dilemma: how to make higher education, and in particular the universities, more accessible to the people as a whole and less the preserve of values that inevitably reflect the preferences of those who at present hold political, economic, and even intellectual power.

The first group seems to start from the belief that the universities are not susceptible to democratic reform and so must be left in situ like the dinosaurs—or, to take a parallel closer to home, to be walled up in some ghetto with the independent schools. In their place a new crop of "people's universities" should be sown mainly from the seed of the more popular traditions embodied in further education.

The second group, of which Professor Robin Pooley who last week published a new book *Towards the Comprehensive University* is a representative figure, believes that the comprehensive revolution which has been so successfully applied to secondary education should be carried through to higher and further education. They seem to see universities as the grammar schools of higher education, and the polytechnics and other institutions in the public sector as the "moderns".

It is that both are elitist stereotypes wrested from the context of school education and they cannot be applied to the very different world of higher and further education without a reckless disregard for the facts. There are several powerful objections to the "radical alternative" model. First, universities are public institutions in practice whatever their residual legal status as public bodies and their funding and their accountability as institutions in the unfortunately named "public sector" of higher education.

Second, they will remain the largest sector of higher education for many years to come (330,000 students in 1981-82 compared to 250,000 in the public sector) so their extinction can hardly be ignored however malignant their influence is believed to be. Third, the public sector institutions, on which presumably any rival system would have to be based, are only more democratic than the universities in the very limited sense that they are involuntarily a little less meritocratic. There is no evidence that the values which inform the polytechnics and other colleges are in any substantial way different.

The flaws in Professor Padley's "comprehensive" model work just as well in reverse. The fundamental flaw is that there is a sharp dichotomy between the "elitist" values of the universities and the "popular" values of the public sector. There is thus a sharp dichotomy in the last seven years since the effective creation of the polytechnics in the public sector has been less gatekeeping in any case, the complaint that polytechnics are "peer relations of the universities" seems to carry with it the assumption that polytechnics can have a "right" to more academic autonomy, more generous research facilities, and to attract the best students. There are good reasons for maintaining some degree of distinction between polytechnic-style and

# LETTERS TO THE EDITOR

## Academic salaries

Sir—In the article by Judith Judd (*THE TIMES*, November 25) it is reported that university lecturers' salaries are on average £250 lower than those of lecturers in polytechnics. The scales you quote were (minimum and maximum—ignoring bursts): University: senior lecturer, £6,443 in 1975/76; lecturer, £3,333 in 1975/76. Polytechnics: PL, £6,432 in 1975/76; L1/1/5, £3,744 in 1975/76. In order to work out the average pay of the two groups it is necessary to take account of the higher proportion of senior teaching staff in universities (26 per cent compared with 15 per cent in polytechnics) and the growing scale of higher education at present and far into the future in the needs of the remaining 85 per cent. The important distinction is not between universities and the public sector, or even between the core of universities and polytechnics and the growing fringe of institutes and colleges of higher education, but between the minority of haves and the majority of have-nots.

Yet there is a germ of valuable truth in both stereotypes. From the radical alternative model comes the important idea that universities should not have a monopoly of power and prestige within higher education. Within the much broader higher education system of the future, universities (and perhaps some polytechnics) will play a more specialized role, rather as the major research universities do in the United States, the apex of the pyramid still perhaps but no longer the exclusive focus of achievement.

From the comprehensive model comes the equally valuable idea that universities must not be allowed to shut their eyes to changes in other parts of further and higher education, or indeed, to wider social changes. For example, they must accept their responsibility for the education of adults as well as school leavers. (They will probably have no choice. When the slump in the birthrate begins to affect higher education in the middle 1980s they will be forced to adopt a more liberal outlook on the recruitment and selection of students.) Also, although higher education is likely to become increasingly diverse, it is important that it should retain a core of public bodies and their funding and their accountability as institutions in the unfortunately named "public sector" of higher education.

So a middle-way for the left can perhaps be found. In it the emphasis would be placed on comprehensive provision rather than comprehensive institutions (although the idea of a comprehensive university in a particular city should not be ruled out if it seems a sensible solution on pragmatic grounds). Two essential principles must be established. First, there must be routes into higher education available to all who wish to enter, whether they have low academic qualifications and wish to enter full-time, or high academic qualifications and wish to study part-time. Second, transferability of credit must be more widely accepted. Here the tradition of a system open from bottom to top which has always been the feature of further education is a valuable precedent.

The best structure to implement these two principles of open access and easy transferability might be to have two layers, a layer of locally-based higher further education colleges and a layer of centrally-based higher further education colleges. Community colleges (not forgetting that community colleges were also envisaged in the 1944 Education Act), and a layer of major institutions of higher education based on the existing universities and polytechnics. Some would argue that room should also be found for an "elite" layer of a small number of more specialized institutions like the French *grandes écoles*. In this way the democratic and elitist traditions of the present system could be reconciled.

## Reopening Pirecroft

Sir—We write to support your call for the reopening of Pirecroft College. It is 25 years since you rightly say, the last opportunities of the past two years should not be allowed to expire. However, your question, in what terms, remains highly relevant.

For better or worse, the Cadbury trusts are only taking the recommendations of the Department of Education and Science Inquiry into the running of the College. Since Pirecroft was, and remains a private institution, the trustees were within their legal rights to do that. Whether the Department of Education and Science is justified in withholding further public funds on that basis is another question. This reservation cannot be dismissed simply on the basis of private discussions with TUC officials. At the least, an adequate means of ensuring that the college is publicly accountable for its grant expenditure is essential.

The continuing dispute about the future of the education to be provided will have to be resolved before the college is in a position to admit students. Here it is pertinent to ask why the TUC insist on majority control while at the same time disclaiming any intention to determine what the college does. Both liberal studies and labour education are valid, but they are not the same thing, and an enforced mixture of the two would only sow the seeds of fresh disputes.

It is, as seems likely, labour and trade union studies are to prevail, the "necessity" of subsidizing the exercise from public funds becomes an even more important issue. In this context, it has been too quickly forgotten that the genesis of the 1975 dispute lay in an argument about academic freedom. The Cadbury trustees, in whom any new governing body will necessarily be responsible, could demonstrate their good faith on this point by reinstating the redundant teaching staff. That such a reinstatement is necessary is

## Modernism

Sir—May I be permitted to present an unkind review of your book, *The Lessons of Modernism* (*THE TIMES*, December 2), with a review that was so kind a praise, but since he went to criticize the book for not doing something which it seems to me was precisely what it was doing, should he be grateful for the opportunity to put the record straight.

"When I think of modernism," writes Long, "I think, like Joyce, of an art great in the knowledge of predicament; but that too of an art which is great in comedy and whose greatness is intimately connected with its post-theological knowledge of the varieties of creature and of deity." He criticizes me for seeing this and for giving more place in *Ellis, Kafka and Mann* than to Stevens and Joyce.

"I doubt," he says of *Manuscript of a Modernist*, "whether this book is a study of the modernist aesthetic, or a study of the modernist aesthetic as it has been given to me by the modernist aesthetic." I am right to want... to argue that the classic culture of modernism are more than just a collection of names, they are a way of life, a way of seeing the world, a way of living.

But what does one have to do in order to be understood? In my title essay of the collection I am categorically that for the sake of modernism are twofold, "alienation" and "guilt"; and I go on to criticize Mann and the *Conservative Cultural Tradition* from which it springs (and whose most eloquent recent spokesmen have been John Heller and George Steiner) for emphasizing the "silence" of the experience of this "name" aspect.

I am sure that Wallace Stegner's say so is not having a central place in my review of modernism, and that I do not do a good job of it. I do do a good job of it in my review of *Manuscript of a Modernist*, and I do do a good job of it in my review of *Manuscript of a Modernist*, and I do do a good job of it in my review of *Manuscript of a Modernist*.

## Study explained

Sir—A friend, a few years short of retirement, has recently applied for an Open University place. He was invited to a social evening, together with his wife. Other candidates were also encouraged to bring their wives, girlfriends, parents, whoever they liked. There were close and friendly explanations and discussions about the number of hours each week that were required for study and the kind of consolidation or social and domestic terms from which applicants and their families.

I was told that some candidates carefully considered at this stage if they ought to withdraw their applications rather than drop out or fall out, or for reasons not directly connected with their ability. Perhaps it is a reasonable thing to take with young people applying to universities and technical colleges who might have fewer dropouts and suicides among them.

## Research councils

Sir—Owing to a typing or printing error, my article (*THE TIMES*, December 2) contains an obvious misstatement. Where I say that the research council "only handle research directly related to governmental policy," I meant to say "should" only handle such research. Yours sincerely, GABRIEL JOSIFOVICI, Prince Edwards Road, Lewes, Sussex.

# Robbins plus 20: which way for higher education?



A shortened version of the Foundation Oration given by Mrs Williams, the Secretary of State for Education, at Birkbeck College on November 30

Robbins plus 20: which way for higher education? The proportion of these groups in the population at large was 25 per cent in 1971; that candidates from these groups slightly but steadily gained ground from 1970 (44 per cent of accepted candidates) to 1975 (51 per cent); that the other occupational groups are under-represented. In 1971, candidates whose parents came from skilled (manual), partly skilled, and unskilled occupations accounted for under a third of the applicants compared with a proportion of nearly two-thirds in the population at large. Thus the participation rates differ markedly: the professional and managerial occupational groups about 18 per cent in 1971, under-represented.

This evidence, taken with that on the levelling out of A level attainments and the high willingness to study for IIE from young home entrants: "age participation rate" and "willingness rate". Age participation rate is the ratio between the number of initial home entrants under 21 and the 18 year old age group as a whole. Willingness rate is the ratio between initial home entrants under 21 and the number of qualified leavers.

In the 10 years following Robbins the participation rate doubled, reaching 14 per cent in 1973. Two factors were at work. The "willingness rate" already over 90 per cent in the mid 1960s, continued to rise for some years. The number of qualified leavers from schools and colleges roughly doubled in the 10 years after Robbins, rapidly multiplying his figures. For 1967-68 his figures were 69,000; there were in fact 130,000.

The policy of providing places in demand meant that Robbins' estimates were steadily exceeded over this period. The half-million mark for student numbers was reached in the mid-1970s, some four years ahead of what Robbins had estimated. The half-million mark for student numbers was reached in the mid-1970s, some four years ahead of what Robbins had estimated. The half-million mark for student numbers was reached in the mid-1970s, some four years ahead of what Robbins had estimated.

The past few years have seen a good deal of concern and discussion about the employment prospects of increasing numbers of new graduates. This is not new. Even before the Second World War there was concern about graduate employment opportunities. Without being complacent one may say that broadly speaking the signs are that, as the supply of graduates has grown, the labour market has been able to absorb the increase. It has been estimated that some 140,000 graduates are over and above the number required to fill jobs of the type covered by the Robbins report in 1971, have been qualified people in the labour market since 1971 and 1976. These 'redundant' people are in the labour market since 1971 and 1976. These 'redundant' people are in the labour market since 1971 and 1976.

The picture today then is one of massive growth in response to buoyant demand; women improving their demand; graduates moving into new fields of employment. But, which cover professional people,

has, perhaps, provided the stimulus to facilitate transferring credit between the States (or London). These arrangements, particularly in the United States, contribute substantially to the flexibility of their higher education systems. It is sometimes suggested that standards inevitably suffer as transferability is facilitated. I do not accept that this is inevitable. With a suitable monitoring there is a case for such standards. Perhaps in our system, which though rich in diversity is still unitary in essence, it will be easier for us to develop a system without risk to our high standards.

Access to degree courses for mature students, full-time in part-time, remains of essential importance. But should we not also consider equally legitimate claims of other mature students for whom the cost, in social and family terms, of degree study is disproportionately high? For instance, the ordinary degree course will require 12-15 hours of study each week over several educational years. For those who do not intend to change or enhance their careers directly through acquiring a degree, but for whom a higher education will be seen as a means of achieving the desired social status, it might not be ready access to, and academic acceptance of, smaller portions of equally rich higher education serve many of the same needs? Equally, should it not be possible for institutions to offer degree-level study in shorter intervals or part of a structured total course, to enable those for whom the social cost of a one-for-all approach to a degree-level course is too high to achieve the desired end over a longer period? If pressure for increasing access in part-time IIE is to grow as it ought, must it necessarily be for access to exactly the same amount and kind of IIE as hitherto?

Robbins recommended that detailed planning should be made for a period extending 10 years ahead; and that there should be estimates covering the decade beyond. A look at the 1960s, on the other hand, suggests that there is a risk of provision exceeding demand, and the possibility of having to reduce staff and plant resources. It is much too far off to be sure. Even with fairly detailed demographic information, planning higher education is notoriously difficult. One primary purpose of making projections into the future and producing planning figures is to inform the decisions that have to be taken now and in the immediate future. One is bound to ask: whom, and in what way, should the longer-term possibility of contraction inform what central government, authorities and the institutions themselves decide about their growth and development?

Those matters need wide discussion. Almost inescapably we shall be pressed to re-examine the principle of meeting demand in full, especially if our sources are not in the future. What do we do under the relative roles of the two sectors of the binary system which, increasingly distinct and differentiated, Robbins' objectives essential to any project of a system of higher education, were instructing in skills suitable to play a part in the general division of labour, teaching that promotes the general powers of the mind, the advancement of learning and the transmission of a common culture and common standards of citizenship. These continue to be valid, although the emphasis may change in national thinking and will certainly vary from institution to institution. But as Robbins contended: "Ideally, there is room for at least a speck of each in all. The system as a whole must be judged deficient unless it provides adequately for all of them."

We are entering an unprecedented period in education when the combined effects of demography, tight constraints on public expenditure, an urgent and growing sense that education should be seen to be making a more palpable contribution to meeting the needs of employment especially in industry, and a measure of reaction from the idea that education is unquestionably good in itself, will require the education service to be clearer and articulate in accounting for its resources. Difficult and demanding though this may be it is a challenge that we do right to accept.

The author is Labour MP for Hertsford and Stevenage and Secretary of State for Education and Science.







BOOKS

Ideas out of context

The Social Anthropology of Radcliffe-Brown edited by Adam Kuper...

Adam Kuper's purpose in editing this collection of essays is to demonstrate the contemporary relevance of Radcliffe-Brown's social anthropology...

The lack of serious attention which his work receives today, on the other hand, arises out of the profound but secondhand influence he has had upon successive anthropologists...

In his attempt to reestablish the relevance of Radcliffe-Brown's work in its own right, Kuper states that he is not here concerned to trace his influence on others...

Thus, for example, we are offered a key chapter on social

function which is collated from excerpts from The Andaman Islanders published in 1922 and from a seminar given in 1937...

The second major reason we are offered for this new collection of papers is that none of the existing collections are representative of the full range of what he has to say to contemporary readers...

The fairly heavy editing of some of these pieces and certain omissions — most notably 'On the concept of function in social science' — are, one assumes, attempts to eliminate the 'cross' but the rule of this collection in bringing about a positive revolution of Radcliffe-Brown's work is doubtful.

Lon Fleming

The uses of literacy

The Domestication of the Savage Mind by Jack Goody...

The Domestication of the Savage Mind is its title suggests is a discussion of some themes raised in C. Lévi-Strauss's famous book The Savage Mind...

The fundamental argument of the book is as follows: anthropologists and others emphasized in a number of ways the difference they see between primitive and scientific thought or reasoning...

Goody objects to the grand dichotomy on two grounds. First, it is too sharp and he shows that there is no absolute division between the intellectual activity in traditional Northern Ghana and the scientific community...

Lon Fleming

Backyard view

African Metropolis: Nairobi's Self-Help City by Andrew Hake...

Nairobi is a schizophrenic place. On the one hand, it is a very plush, jetset centre and on the other, it is a very shabby, slum-ridden town...

The first part of the book traces the history of the relationship between the modern city created by the British and the traditional African town...

My main criticism, however, is of a different sort. It is that a book dedicated to the study of the effects of literacy there is little detailed study of this process...

Maureen Black

Prentice-Hall International advertisement for anthropology books including 'Urban Anthropology: Cities in Their Cultural Settings' and 'Anthropology of the City: An Introduction to Urban Anthropology'.

An Indian village from memory

The Remembered Village by M. N. Srinivas...

Just as drowning men clutch their lifelines, so anthropologists cling to their field notes. It is therefore understandable that M. N. Srinivas felt distraught when all three copies of his notes, which he had compiled over a period of 18 years...

The book he produced is in many ways unique: on the one hand it is plainly written by a senior social anthropologist, yet it lacks most of the facts, figures and hypotheses which are usually basic to anthropological treatises...

Few anthropological studies have seriously considered Indian folk religion; Srinivas's own treatment of the subject is highly illuminating. He questions the crippling effect on social endeavours of the 'fatalistic' ideology of Indians...

to continue successfully the professional approach of an anthropologist for that, the region in which he conducted his study is able to grasp the inner meaning of folk religion.

His analysis of the merger between theological Hinduism and folk religion in the village context is summarized in his statement that 'villagers view their relations with deities in much the same way as they viewed their relations with each other. There was this difference, however, that the deity was vastly more powerful, and more predictable than human beings whose deity failed a devotee he approached another.'

There are many other aspects of this book which are of interest in spite of its 'historic' account. For instance, in discussing the 'Changing Villages' what is striking is the author's statement that 'the crux of rural development was that he says that if villagers were on the whole, more open to change and more innovative at the village level. While the ploughman thought of his well the blade penetrated the soil, the worms underneath were pardoned for taking a different view.'

Srinivas has made a virtue out of the necessity of leaving all field notes: The Remembered Village is a piece of art which is bound to become a classic of Indian ethnography.

T. Scarlett Epstein

Compulsory reading

Primitiv Government: A Study of Traditional Political Systems in Eastern Africa (revised edition) by Lucy Mair...

When Primitive Government appeared 15 years ago (at a price of 48 6d) it established itself immediately as one of those textbooks which one simply took for granted...

Lacy Mair writes an enviably strong and simple English, with a clarity of reasoning to match her style. She knows that it is the function of a teacher to make the already complex more baffling still.

Teachers felt themselves bereft when Penguin allowed the book to go out of print, so it is very good news that it has now been reissued under a new imprint and in a new edition.

The publishers claim a substantial revision, but this does not add up to very much. Phrases like 'Kenya today...' have been changed to phrases like 'Kenya unobscured...' throughout, but aside from this the most important new material is the introduction of P. H. Gulliver's work on the Arusha, which appeared just too late (1963) for the original edition.

As so often happens, revision brings some errors in its train. The entries for Gulliver and Turkana are mis-spelled in the index, and Dr James Woodburn, the ethnographer James Hadza, is unaccountably referred to as Woodford throughout. It is perhaps a pity that Professor Mair did not reconsider her rather rigidly policy towards bibliographical references.

Gillian Shepherd

BOOKS

Con men and dupes?

Patrons and Clients edited by Ernest Gellner and John Waterbury...

Words like patron and client have been used to describe and discuss relations of power for centuries—in Latin for two thousand years.

Twenty-eight people met in Rome in November 1974 to pursue this enterprise, as clients of the American Universities Field Staff.

When Primitive Government appeared 15 years ago (at a price of 48 6d) it established itself immediately as one of those textbooks which one simply took for granted...

Lacy Mair writes an enviably strong and simple English, with a clarity of reasoning to match her style. She knows that it is the function of a teacher to make the already complex more baffling still.

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A re-reading of the book recalls some old reservations and prompts a few new ones. From its first appearance, the title, with its implications of generality, seemed too

Ian Hannett

large for a study that was limited not merely to Africa but in a particular corner of Africa. West, north, central and southern Africa receive as good as an attention at all, with the result that what is the most exciting work in modern anthropology, both descriptive and analytic, is ignored.

The chapters on centralized government, its expansion and its relationship to lineage structure and to social stratification groups and associations would have gained from at least a glance at standard West African material; and the long sections on chiefdomship in the Indo-European Bantu kingdoms could misleadingly when the significantly different patterns of the chiefly Bantu societies of central and southern Africa are not mentioned at all.

Changes in the theoretical focus of anthropology since 1962 provoke further questions. Political anthropology of the kind which Lucy Mair was so adept in (perhaps too adept) to adopt in her (perhaps too near) approach to it which survives and perhaps retains some vigour lies in the anthropology of government or the anthropology of practice, but she has incorporated practices which her limits impose while allowing her readers a glimpse of political worlds beyond.

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Applications are invited from candidates for the post of Lecturer in the Department of Public Administration...

Middlesex Polytechnic

Applications are invited from candidates for the post of Lecturer in the Department of Public Administration...

NORTH LONDON THE POLYTECHNIC

Applications are invited from candidates for the post of Lecturer in the Department of Public Administration...

Fellowships and Studentships

RESEARCH STUDENTSHIPS

Applications are invited from candidates for the post of Lecturer in the Department of Public Administration...

READING THE UNIVERSITY OF READING

Applications are invited from candidates for the post of Lecturer in the Department of Public Administration...

NOTTINGHAM THE UNIVERSITY OF NOTTINGHAM

Applications are invited from candidates for the post of Lecturer in the Department of Public Administration...

MINISTRY OF DEFENCE

Applications are invited from candidates for the post of Lecturer in the Department of Public Administration...

Colleges of Further Education

Applications are invited from candidates for the post of Lecturer in the Department of Public Administration...

PRINCIPAL DESIGNATE (Group G)

Applications are invited from candidates for the post of Lecturer in the Department of Public Administration...

City of Bradford Metropolitan Council

Applications are invited from candidates for the post of Lecturer in the Department of Public Administration...

Walsley County Council

Applications are invited from candidates for the post of Lecturer in the Department of Public Administration...

Swansea College of Further Education

Applications are invited from candidates for the post of Lecturer in the Department of Public Administration...

BRADFORD COLLEGE

Applications are invited from candidates for the post of Lecturer in the Department of Public Administration...

Handwritten note: 1981 10 15

Academic Registrar

The grading of this post has now been improved resulting from the establishment of an additional Faculty of Education...

LOOKING FOR A JOB IN LIVERPOOL

The National Association of Teachers in Further and Higher Education is in dispute with the Liverpool Education Authority...

DIPLOMA OF ENGLISH STUDIES

Foreign students who passed the examination for the Certificate of Proficiency in English in October 1976...



Universities continued

THE UNIVERSITY OF BRISTOL

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

LONDON THE UNIVERSITY OF BRISTOL

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

LONDON THE UNIVERSITY OF BRISTOL

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

NEW ZEALAND MASSEY UNIVERSITY

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

SURREY THE UNIVERSITY OF BRISTOL

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

NORWICH UNIVERSITY OF BRISTOL

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

THE OPEN UNIVERSITY FACULTY OF EDUCATIONAL STUDIES

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

THE OPEN UNIVERSITY FACULTY OF TECHNOLOGY

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

SURREY THE UNIVERSITY OF BRISTOL

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

SURREY THE UNIVERSITY OF BRISTOL

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

SHEFFIELD THE UNIVERSITY OF BRISTOL

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

SHEFFIELD CITY POLYTECHNIC

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

U.S.A. THE UNIVERSITY OF BRISTOL

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

WARWICK THE UNIVERSITY OF BRISTOL

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WARWICK THE UNIVERSITY OF BRISTOL

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

Polytechnics

THE POLYTECHNIC HUDDERSFIELD

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

Polytechnics

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

SHEFFIELD CITY POLYTECHNIC

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

WARWICK THE UNIVERSITY OF BRISTOL

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

WARWICK THE UNIVERSITY OF BRISTOL

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

Polytechnics continued

ULSTER COLLEGE

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

RESEARCH OFFICER

Applications are invited from candidates for the post of Lecturer in the Department of Psychology...

Middlesex Polytechnic

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Middlesex Polytechnic

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Fellowships and Studentships

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PRINCIPAL DESIGNATE (Group 6) City of Bradford Metropolitan Council

Wales County Council GLANMORGAN

Swansea College of Further Education

BRADFORD COLLEGE Diploma course in Early Childhood Education

Colleges and Departments of Art

Handwritten text: 10/11/77

Academic Registrar (revised advertisement)

LOOKING FOR A JOB IN LIVERPOOL? The National Association of Teachers in Further and Higher Education



Colleges of Further Education continued

ilea Principal London College of Printing

Applications are invited for the post of Principal of this large specialist college covering a wide range of communication studios at all levels from operative to degree.

The areas of study covered include graphic design; photography; film and television; printing technology; business and general studies and journalism including radio journalism.

Applicants should be highly qualified and should have had experience in two or more of the areas of work mentioned above, together with administrative and academic experience at a very senior level.

The successful applicant will be asked to take up duties as soon as possible. The College is housed on two sites, the main premises at Elephant & Castle, SE1 6SB, and the annex at Hack Hill, Clerkenwell, EC1R 6EN.

Under the provisions of the Burnham (FE) Report the college is in group 7 and the fixed salary of the post of Principal is £10,827.00 plus supplement of £180.00 and London Allowance of £102.00. Further information and application forms (returnable by 9 January 1978) may be obtained from the Education Officer (EO/PH/3C), Inner London Education Authority, The County Hall, London SE1 7PL.

INNER LONDON EDUCATION AUTHORITY

Administration

THE COLLEGE OF RADIOGRAPHERS Education Officer

Applications are invited for the position of Education Officer to The College of Radiographers, a professional and educational organisation. Duties will include administration of professional examinations, servicing and advising the Boards of Examiners, the Education Committee and its sub-committees, arranging various professional courses and conferences. The person appointed will have an educational or professional radiographic background and good administrative ability. The salary is negotiable within the range £4,485-£5,590.

Full details and application forms (to be returned by 7th January, 1978) are available from The Secretary, The College of Radiographers, 14 Upper Wimpole Street, London, W1M 5BN.

SCOTTISH CERTIFICATE OF EDUCATION EXAMINATION BOARD

Applications are invited from the undernoted posts on the Board's permanent staff: (1) RESEARCH AND DEVELOPMENT OFFICER (2) ASSISTANT RESEARCH AND DEVELOPMENT OFFICER. Applicants should be graduates with a knowledge of research and statistical techniques in education and sufficient experience in the field of research and development work in the field of assessment. Salary scales, indicative of supplements are: Research and Development Officer £6,415 - £6,583 - £6,751 - £6,925 Assistant Research and Development Officer £3,975 - £4,095 - £4,214 - £4,343

It is noted that a higher scale may be considered if justified by qualifications and experience. Forms of application and further particulars may be obtained from the Establishment Officer, Scottish Certificate of Education Examination Board, Cromwell Road, Dalry, Edinburgh EH22 1QR, with whom applications must be lodged by Monday, 9 January, 1978.

Awards

THE LEVERHULME TRUST Research Awards 1978

The Leverhulme Trusts, through their Research Awards Advisory Committee, offer: (i) SENIOR STUDENTSHIPS

Up to six studentships to enable those who have left university for at least five years to return and study full-time at a United Kingdom university, preferably, but not necessarily, for a further degree. Applicants must be first degree graduates of a United Kingdom university, holders of CMAA degrees or able to show evidence of equivalent education in the United Kingdom. They must not already have a postgraduate degree. They must have been educated at a school or university in the United Kingdom or any other part of the Commonwealth. They must be over the age of 25 on 1st October in the year of the award.

The awards are available at £2,250 a year for one or two years. Two allowances may be paid at the discretion of the Committee. Firstly, a family allowance of not more than £1,250 a year depending on the candidate's circumstances and secondly, a contribution of not more than £200 a year towards the cost of university fees.

Candidates must be available for interview in London in March following the award. The closing date for applications from 5th January, 1978. The period of the award will normally close on 1st October 1978.

(ii) OVERSEAS STUDENTSHIPS

Up to six studentships for a period of advanced study in research in any subject of an institution of university or tertiary college status in any part of the world other than the United Kingdom, France, and the United States of America. Applicants should be first degree graduates of a United Kingdom university, holders of CMAA degrees or able to show evidence of equivalent education in the United Kingdom. They should also have been educated at a school or university in the United Kingdom or in any other part of the Commonwealth. They must be normally resident in the United Kingdom and under the age of 35 on 1st October in the year of the award.

Awards are available on a basis of an allowance of £1,600 a year for maintenance and fees, return air passage, a family allowance and specific expenses associated with the course of study. Two further allowances may be paid at the discretion of the Committee. Firstly, a marriage allowance of not more than £1,000 a year when accompanied by a dependent spouse, and secondly, to a student going to a country where the cost of living is excessively high. The awards are normally held in conjunction with other major awards. Students will be asked on termination of an award to make a short report to the Committee on their experience during the period of study.

Candidates must be available for interview in London in April; travelling expenses within the United Kingdom will be refunded. Successful candidates will be required to undergo a medical examination before the start of their award. The closing date for applications from 5th January, 1978. The period of the award will normally close on 1st October, 1978.

(iii) EUROPEAN STUDENTSHIPS

Up to eight studentships of £1,620 for one year for advanced study in research in any subject of an institution of university or tertiary college status in any part of the world other than the United Kingdom, France, and the United States of America. Applicants should be first degree graduates of a United Kingdom university, holders of CMAA degrees or able to show evidence of equivalent education in the United Kingdom. They should also have been educated at a school or university in the United Kingdom or in any other part of the Commonwealth. They must be normally resident in the United Kingdom and under the age of 35 on 1st October in the year of the award.

The studentships are available only at an institution with a university college or tertiary institution. They are not intended for students who are already employed in a university or tertiary institution, nor are they available to holders of research fellowships or other major awards. Students will be asked on termination of an award to make a short report to the Committee on their experience during the period of study. The awards may be held in conjunction with other major awards.

Candidates must be available for interview in London in April; travelling expenses within the United Kingdom will be refunded. Successful candidates will be required to undergo a medical examination before the start of their award. The closing date for applications from 5th January, 1978. The period of the award will normally close on 1st October, 1978.

Colleges and Institutes of Higher Education

ASTON IN BIRMINGHAM THE UNIVERSITY BLENKINSOP (ADMINISTRATIVE) SECRETARIAT

Applications are invited for the post of Administrative Secretary to the Registrar for the Registrar's Office. The successful candidate will be responsible for the day-to-day administration of the Registrar's Office, including the preparation of examination timetables, the issue of examination tickets, the preparation of examination results, and the preparation of examination certificates. The successful candidate will also be responsible for the day-to-day administration of the Registrar's Office, including the preparation of examination timetables, the issue of examination tickets, the preparation of examination results, and the preparation of examination certificates.

SOUTHERN REGIONAL COUNCIL FOR FURTHER EDUCATION

Applications are invited for the post of Secretary to the Council. The successful candidate will be responsible for the day-to-day administration of the Council, including the preparation of examination timetables, the issue of examination tickets, the preparation of examination results, and the preparation of examination certificates. The successful candidate will also be responsible for the day-to-day administration of the Council, including the preparation of examination timetables, the issue of examination tickets, the preparation of examination results, and the preparation of examination certificates.

PERSONAL

POSTAL BAGS UNSECURED. DICKINSON & CO. LTD. The Green, Hemel Hempstead, Bucks. HP1 1JG. Tel: 0494 2000.

West Sussex Institute of Higher Education Director: J. F. Wyatt, MA

Research Posts

UNIVERSITY OF YORK

Department of Psychology RESEARCH ASSISTANTSHIP. Applications are invited for the post of Research Assistant in the Department of Psychology from 1st February 1978. The successful candidate will be responsible for the day-to-day administration of the Department, including the preparation of examination timetables, the issue of examination tickets, the preparation of examination results, and the preparation of examination certificates.

OXFORD THE UNIVERSITY COMMUNITY EDUCATION DEPARTMENT

Applications are invited for the post of Lecturer in the Department of Community Education. The successful candidate will be responsible for the day-to-day administration of the Department, including the preparation of examination timetables, the issue of examination tickets, the preparation of examination results, and the preparation of examination certificates.

LIBRARIANS

BIRMINGHAM THE UNIVERSITY OF ASTON IN BIRMINGHAM

Applications are invited for the post of Lecturer in the Department of Library Studies. The successful candidate will be responsible for the day-to-day administration of the Department, including the preparation of examination timetables, the issue of examination tickets, the preparation of examination results, and the preparation of examination certificates.

DURHAM THE UNIVERSITY

Applications are invited for the post of Lecturer in the Department of Education. The successful candidate will be responsible for the day-to-day administration of the Department, including the preparation of examination timetables, the issue of examination tickets, the preparation of examination results, and the preparation of examination certificates.

TEMPORARY LECTURESHIP

Duties would include teaching in undergraduate programmes and the production of resource material. Application forms and further particulars may be obtained by telephone or letter from the Director's Secretary, The Dome, Upper Bognor Road, Bognor Regis, West Sussex. (Tel: Bognor Regis 5581).

The closing date for applications will be 31st December, 1977.

Classified Advertisements To advertise in The Times phone Lorraine Williams 01-837 1234 Extn 575 THE TIMES Higher Education SUPPLEMENT New Printing House Square, P.O. Box 7 Gray's Inn Road, London WC1X 8EZ

Colleges and Institutes of Higher Education

THE LONDON COLLEGE OF HIGHER EDUCATION

Applications are invited for the post of Head of School of Librarianship (Grade IV). The successful candidate will be responsible for the day-to-day administration of the School, including the preparation of examination timetables, the issue of examination tickets, the preparation of examination results, and the preparation of examination certificates.

BUCKINGHAMSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

Applications are invited for the post of Lecturer in the Department of Education. The successful candidate will be responsible for the day-to-day administration of the Department, including the preparation of examination timetables, the issue of examination tickets, the preparation of examination results, and the preparation of examination certificates.

KENT CHRIST CHURCH COLLEGE

Applications are invited for the post of Lecturer in the Department of Education. The successful candidate will be responsible for the day-to-day administration of the Department, including the preparation of examination timetables, the issue of examination tickets, the preparation of examination results, and the preparation of examination certificates.

General Vacancies

HOME-BASED TUTORS

Applications are invited for the post of Home-based Tutor. The successful candidate will be responsible for the day-to-day administration of the Department, including the preparation of examination timetables, the issue of examination tickets, the preparation of examination results, and the preparation of examination certificates.

NOTTINGHAM MEDICAL RESEARCH INSTITUTE OF HEARING RESEARCH

Applications are invited for the post of Lecturer in the Department of Hearing Research. The successful candidate will be responsible for the day-to-day administration of the Department, including the preparation of examination timetables, the issue of examination tickets, the preparation of examination results, and the preparation of examination certificates.

EXECUTIVE EDITORS

Applications are invited for the post of Executive Editor. The successful candidate will be responsible for the day-to-day administration of the Department, including the preparation of examination timetables, the issue of examination tickets, the preparation of examination results, and the preparation of examination certificates.

EXCERPTA MEDICA

Provides an international biomedical information service based on a computer database increasing annually by 250,000 items. Most editorial work is carried out by part-time medical specialists working in Amsterdam.

ELSEVIER

THE ASSOCIATED EXAMINING BOARD for the General Certificate of Education Wellington House, Aldershot, Hampshire, GU11 1BQ. Applications are invited for the post of CHIEF EXAMINER in History or Art. At Advanced Level for the 1978 examinations for the following Papers: History - Paper 1, History of the Twentieth Century, the Romantic Movement and the Nineteenth Century; Paper 2, History of Art and its Origins. Paper 3, History of Art and its Origins. Paper 4, History of Art and its Origins. Applications are invited for the post of Chief Examiner in History or Art. At Advanced Level for the 1978 examinations for the following Papers: History - Paper 1, History of the Twentieth Century, the Romantic Movement and the Nineteenth Century; Paper 2, History of Art and its Origins. Paper 3, History of Art and its Origins. Paper 4, History of Art and its Origins.

Overseas

FOOTSCRAY INSTITUTE OF TECHNOLOGY

A College of Advanced Education affiliated with the Victoria Institute of Colleges. The Institute is located approximately six kilometres from the centre of Melbourne and is the only tertiary college serving the rapidly expanding western region. The Tertiary Division of the Institute currently offers degree and diploma courses in the areas of Arts (Urban Studies), Applied Science (Chemistry, Mathematics), Business (Accounting, Catering and Hotel Management), E.D.T., Secretarial and Tourism, Engineering (Civil, Electrical and Mechanical), Social Science (Physical Education and Recreation Leadership). The T.A.F.E. Division offers a range of trade, middle level and tertiary orientation courses.

Vacancy for Assistant Director

A challenging position is available for an energetic, enthusiastic and suitably qualified person to be appointed as Assistant Director. The vacancy will occur in 1978 due to the pending retirement of the present incumbent who was appointed in the position at the beginning of 1970. Applicants must have had extensive educational or industrial administrative experience and should possess a higher degree in a discipline related to the educational objectives of the Institute. Salary: \$A31,189 per annum. Further particulars including a schedule of duties may be obtained on application to the Registrar. Applicants accompanied by a recent photograph together with the names of three referees should be forwarded to the Director, Footscray Institute of Technology, P.O. Box 64, Footscray, Vic. 3011. The closing date for receipt of applications is 31st February, 1978.

EXCERPTA MEDICA

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EXECUTIVE EDITORS

Applications are invited for the post of Executive Editor. The successful candidate will be responsible for the day-to-day administration of the Department, including the preparation of examination timetables, the issue of examination tickets, the preparation of examination results, and the preparation of examination certificates.

ELSEVIER

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THE NEW SOUTH WALES INSTITUTE OF TECHNOLOGY SYDNEY, AUSTRALIA

The New South Wales Institute of Technology is a corporate institution established to provide a wide range of professional courses for those entering or already employed in industry, government and technological fields. The Faculty of Business Studies currently offers a Bachelor of Business degree with concentrations in accounting, marketing, operations management and public administration. In addition, in 1977 the Graduate Diploma in Accounting and the Graduate Diploma in Personnel Management/Industrial Relations were introduced and it is anticipated that expansion of graduate courses will proceed in the near future. Total current enrolment within the Faculty approximates 2,600 students. Administratively the Faculty is organised into four Schools: Business and Public Administration; Finance and Economics; Marketing; and Accounting. Applicants are now invited for the following senior academic positions within the Faculty of Business Studies.

HEAD, SCHOOL OF BUSINESS & PUBLIC ADMINISTRATION

The School of Business and Public Administration currently offers undergraduates fields of concentration in operations management and public administration in the Bachelor of Business course. The position of Head of School carries with it the responsibility for the academic leadership of the school and the day-to-day operation of the instructional and research work. As Head of School the appointee will be, ex-officio, a member of the Academic Board and the Faculty Board and may be called upon, in the future, to assume the duties of the Dean of the Faculty.

Applicants should possess postgraduate qualifications in Business Studies and should have lecturing and/or administrative experience at an appropriate level in higher education in the Business Studies field. Candidates with practical experience in business, government, or consulting will be given preference.

HEAD, SCHOOL OF FINANCE & ECONOMICS

The School of Finance and Economics offers an area of concentration within the Bachelor of Business degree in Applied Economics. Further, a Graduate Diploma in Finance is being planned for introduction in the near future. The School will therefore be offering Finance and Economic subjects in other Graduate courses that are being offered within the Faculty of Business Studies. The appointee should possess a doctorate (or equivalent) and should have professional experience at an appropriate level in higher education in the Business Studies field. This experience will have been obtained as a lecturer or administrator in a Faculty of Business Studies at a recognised University or Polytechnic.

It is desirable that the Head of the School will have had substantial business experience. Alternatively, the appointee may have served as a consultant to business or to government.

The position of Head of School carries with it the responsibility for the academic leadership of the staff of the School and the day-to-day operation of the instructional and research work. As Head of School the appointee will be, ex-officio, a member of the Academic Board and the Faculty Board and may be called upon, in the future, to assume the duties of the Dean of the Faculty.

ASSOCIATE HEAD, SCHOOL OF ACCOUNTING

The School of Accounting provides undergraduate education for persons seeking vocational skills in accounting and finance careers, through a broadly based business degree with a concentration in accounting and finance. It also provides graduate programs for mid-career functional managers who are seeking to upgrade and update their existing skills. Further development of Faculty graduate work will involve the School in general management programs. Three broad disciplinary areas are presently identified: Financial Accounting and Auditing, Management Accounting and Systems, and Business Law. The School is among the largest accounting schools in the State and makes a significant contribution to tertiary education in this city. The Associate Head will provide academic leadership in one of the accounting disciplinary areas, and will accept significant responsibility for decentralised administration of defined activities congruent with the overall policy of the School. Applicants should have appropriate academic qualifications, and experience and accomplishment both in administration and tertiary teaching at a senior level. The successful applicants will be appointed on one of the following salary levels: \$A28,669; \$A29,728; \$A30,786.

The Council of the Institute permits academic staff to undertake limited professional consulting for industry and commerce. These positions carry tenure and provide for superannuation, long service leave, and a housing loan scheme. Fees and a contribution towards removal and initial accommodation personal services are provided for overseas appointees. A Study Leave scheme is also available. Applications close on February 17, 1977. Applicants should include address, telephone number, personal particulars, documentary evidence of qualifications, work and teaching experience, affiliations, publications, research work undertaken, and the names and addresses of the referees contacted. Further information may be obtained from, and applications and referees' reports are to be sent to: The Associate Head, New South Wales, N.S.W. Government Offices, 66 The Strand, LONDON, WC2N 5LZ, ENGLAND.